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ABSTRACT

This module, one of ten competency based modules developed for vocational home economics teachers, is based on a job cluster in household textiles maintenance. It is designed for use with various types of learners such as the handicapped, slow-learners, high school students in grades 9-12, and adults including senior citizens. Focusing on the specific job title of furnishing and housing maintenance worker, seven competencies are listed with corresponding student behavioral objectives, teaching strategies, and teaching resources (curriculum materials, businesses, people, books, etc.). An assessment section contains pre- and posttests and a performance instrument, with answer keys. Appended are forty learner information sheets (worksheets, evaluation forms) and nine teacher information sheets (activity guides, answer sheets) referenced to specific teaching strategies. Introductory material includes background on the development and field testing of the module, a rationale and job description for the occupational area, and directions for teacher use. (It is suggested that the module, Securing Employment in Home Economics Occupations, CE 016 775, be used in conjunction with or prior to the use of this module.) (JH)

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OCCUPATIONAL HOME ECONOMICS EDUCATION SERIES

ED155388

FURNISHINGS AND HOUSING MAINTENANCE SERVICES

Competency Based Teaching Module

HOME FURNISHINGS, EQUIPMENT, AND SERVICES
OE Instructional Code 09.0204

Stock No. 017-080-01766-1

U.S. DEPARTMENT OF HEALTH,
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This document is part of the Occupational Home Economics Education Series. The competency-based series are in module format and each contains assessment instruments, concepts strategies, resources, and student reference sheets for each of the following occupational titles:

- CARE AND INDEPENDENT LIVING SERVICES FOR AGING
- CATERING SERVICES
- CLOTHING ALTERATIONS
- CONSUMER SERVICES
- FABRICS AND TEXTILES MERCHANDISING
- FAST FOOD SERVICES
- FURNISHINGS AND HOUSING MAINTENANCE SERVICES
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FOREWORD

The focal point of home economics occupations is jobs which relate to the home and family. Technical skills and abilities to manage multiple resources are then transferable to related occupations in business, industry, institutions and governmental agencies. This series of modules provides training to develop the competencies and skills for delivery of services needed by society.

Each module focuses on the development of learners for paid employment through a sequence of pre-assessment, objectives, competencies, suggested teaching strategies which utilize multi-sensory experiences, resources, and post-assessment. Each module addresses cognitive, affective and psychomotor learning pertinent to specific job performance.

The uniqueness of these teaching/learning materials is in the creativity in the resources utilized, learning strategies employed, and the emphasis on job skills. The competencies and skills learned in these modules may be used in home, business, industrial, institutional, and agency settings. Each module is developed in a lattice context; the worker can move horizontally to other jobs requiring comparable skills, or vertically within the same job area by acquiring additional competencies. Each module emphasizes decision-making in order to facilitate either horizontal or vertical job progression.

It is hoped that these Occupational Home Economics Education Series modules will substantially contribute to the development of workers for paid employment and will enhance the multiple roles of all workers -- family, job, citizen.

Kinsey B. Green
Project Director
American Home Economics Association

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This module was developed to be used in conjunction with the module, Securing Employment in Home Economics Occupations.

INTRODUCTION

Background

An urgent need exists for trained workers in the human services industry at all levels. Failure to recognize that definite skills are needed whether home-related tasks are performed inside or outside the home has relegated many of these services to dead-end jobs. Consequently, jobs of this nature are not sought but rather are accepted only by those lacking the education or training for more prestigious positions.

Society ends up the loser from this state of affairs because persons enjoying a high standard of living are unable to procure satisfactory home-related services, and persons with no alternative but to accept low-paying service jobs find few satisfaction in the work. These persons often though employed full-time, are unable to support themselves sufficiently to avoid welfare status.

The American Home Economics Association, recognizing both the needs of the individuals employed in home-related service jobs and those of society, sought funds to develop a system for training and providing upward mobility opportunities for workers in the human service occupations.

In June of 1974 the United States Office of Education, Bureau of Occupational and Adult Education, awarded the American Home Economics Association a 30-month contract to develop and field test non-graded, competency-based teaching modules in the areas of occupational home economics. Prior to this juncture in time, occupational curriculum development in home economics had primarily consisted of scattered and individualized efforts.

The contract for the project divided the work into two phases. Phase I of the project involved a state-of-the-art study which was the development of a computer-generated annotated bibliography of curricula currently available in occupational home economics. A study was also completed concerning the bases used for making curriculum decisions by home economics teachers, state and local supervisors, home economics teacher educators, and state directors of vocational education. Phase II involved the development, field testing, and revision of non-graded, competency-based teaching modules to meet the identified curricular needs which in turn help meet societal need.

Overview of Home Economics Occupations

Ten modules were developed by this project. They build upon an earlier AHEA project in which home economics career ladders and lattices were identified and developed, findings from Phase I of the project which identified areas of curricular need, and the bases for making curriculum decisions. The modules further encompass a clustering concept to enable the learner to be prepared with a group of skills that are common to several jobs rather than preparation for a single job.

Areas Needing Development

From an examination and analysis of the annotated bibliography developed during Phase I, areas of curricula needing development in the various occupational areas were identified for competency-based teaching module development. The titles were chosen in relation to newly emerging occupations as well as those described in home economics career ladders and lattices. The modules developed by this project are:

- Care and Independent Living Services for the Aging
- Fabric and Textiles Merchandising
- Clothing Alterations
- Fast Food Services
- Catering Services
- Furnishings and Housing Maintenance Services
- Window Treatment Services
- Housing Management Services
- Consumer Services
- Securing Employment in Home Economics Occupations

Ladders and Lattices

Upgrading human services at all levels continues to be an objective of the American Home Economics Association. This concept was given impetus through a contract with the United States Department of Labor during which Career Ladders and Lattices in Home Economics Related Areas: Possibilities for Upgrading Household Employment was developed. Approximately 27 career ladders in home economics occupations are identified in this publication. The ladders are based on knowledge and skill in one or more areas of home economics and points on the ladders where intersections (lattices) to other ladders occur are delineated.

Career ladders identified in clothing and textiles are merchandising, dry cleaning, clothing alteration, clothing design and construction, and theatrical costuming. Ladders in the family relations and child development area include those jobs in child care centers, day schools for handicapped children, recreation centers, institutions, and private education. Opportunities identified on the foods and nutrition ladder are dietetics, extension, school food service, airline foods, and restaurants. The home management and family economics ladders are in public housing, homemaker services, and private households. Household equipment, appliance repair, and interior design/decorating are the titles of ladders in housing, furnishings, and equipment.

The modules were developed around and beyond these ladders already in existence. Each module developer analyzed the job inventory and expanded the ladder to include emerging occupations as well as latticing with other areas. This career ladder base helps to insure that learners are prepared for jobs that do exist and are available to them. The ladder concept further provides for both horizontal and vertical mobility in the career field. This is then expanded by cluster training which provides opportunities for mobility (latticing) to other career ladders.

Each of the modules (except for Securing Employment in Home Economics Occupations) can be found on a career ladder in the human services occupations. The complete ladder for each particular module can be found in the respective modules with an accompanying explanation of its lattice relationships with other areas.

Occupational Clustering Concept

One of the guiding principles of the project and one fundamental to the use of the modules is that of clustering. Clustering is based upon the concept of preparing learners for several related jobs through the teaching of common skills. Since most people change jobs several times throughout their lifespans, clustering offers a definite advantage to both employer and the employee. Workers are able to switch from job to job with a minimal amount of retraining.

Another advantage of the clustering approach is that it affords learners a chance to mature before making their occupational choices. Through clustering they are prepared to work on several jobs in a given area of work.

Clustering differs from traditional vocational education in that learning experiences are provided the learner which encompass a group of competencies for entering several related occupations. Traditional vocational education programs train the learner for a specific job with very specific skills.

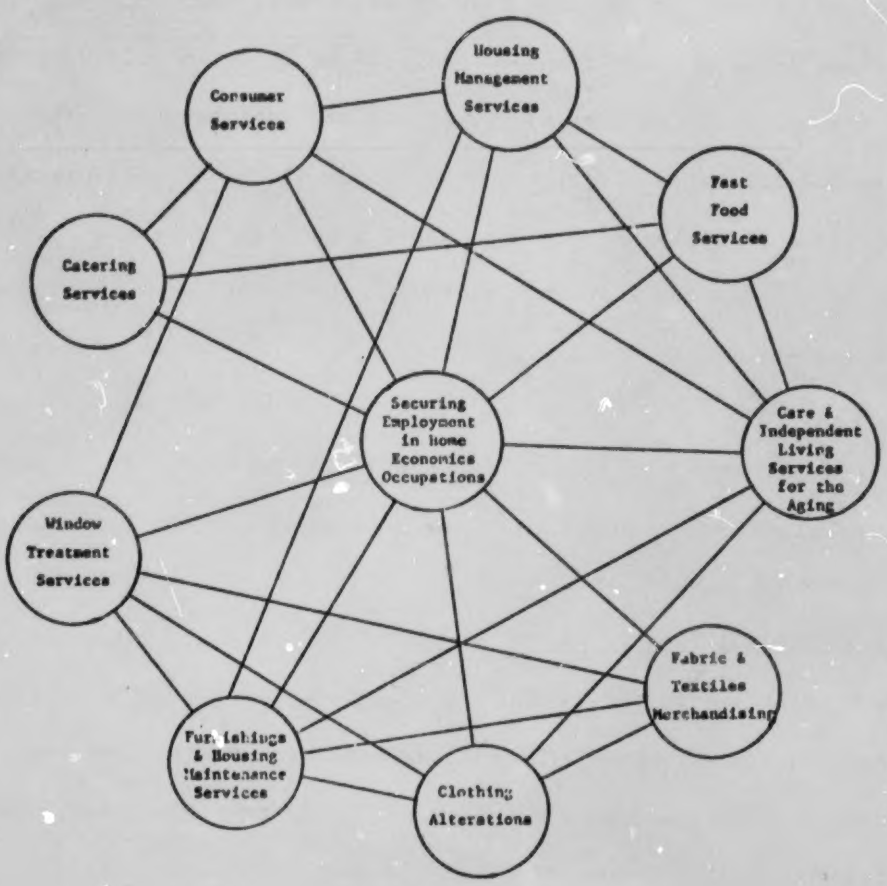
According to Weagraff (1974) there are generally three methods for developing clusters. They are sociological/psychological, descriptive approaches, and task analysis approaches. The sociological/psychological approach utilizes the aspects of occupational choice and worker functions as its foundation. Proponents of this approach have used two and three-dimensional matrices of occupational families arranged in order of status and occupational areas. Descriptive approaches describe jobs and group them together on the basis of broad generalities.

Task analysis approaches use job analysis techniques in which occupational groupings are based upon similarities in various jobs. Functional skills and knowledge are identified. Those techniques, skills, and knowledge that are common to several jobs are then grouped together. The module developers used task inventories as the bases for the modules' competencies. The job analyses were obtained from a variety of sources. In the case of emerging occupations, where no task analysis or inventory had as yet been done, the module developers generated this on their own. This involved interviewing both employees and their respective employers. They were each asked to delineate the tasks involved for the job. Collectively, these data were used to compile the task inventory. The clustering concept can be minimally extended to the modules as an entire group since the modules each have some competencies and skills appropriate to other modules.

Interrelationships and Intersections of Ladders

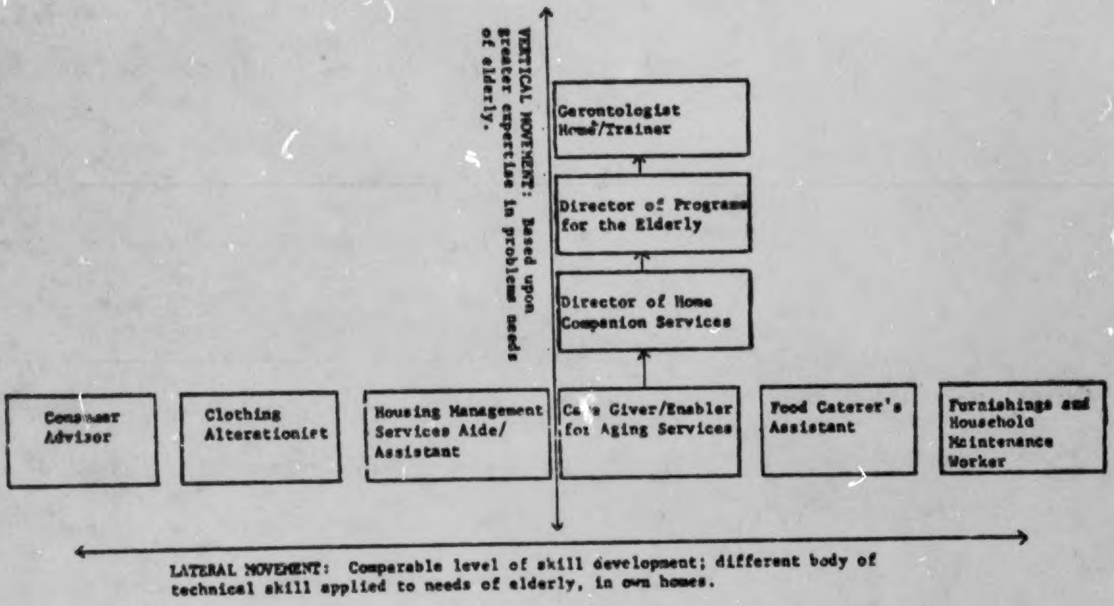
The individual ladder for each of the occupational areas in the respective modules shows the primary lattice relationships to other modules. The following diagram is a representation of most of the possible intersections among the ladders of the various modules. Because of the competencies required for respective modules, some have greater job mobility than others.

Diagram 1. Interrelationships of the Module's Ladders


Consumer Services
Housing Management Services
Fast Food Services
Catering Services
Securing Employment in Home Economics Occupations
Care & Independent Living Services for the Aging
Window Treatment Services
Fabric & Textiles Merchandising
Furnishings & Housing Maintenance Services
Clothing Alterations

The following excerpt demonstrates vertical mobility within a job cluster and lateral mobility among clusters. Common dimensions relate to provision of services for individuals in their own homes and focus on a specific population, the elderly. Vertical mobility varies with degree of expertise; lateral movement varies with the application of a different body of technical skill to the needs of the elderly. Knowledge of the unique needs of the elderly, application of a body of technical expertise and the ability to identify and use community resources are common threads pervasive throughout the lattice shown.

Diagram 2. Vertical and Lateral Mobility for Modules


VERTICAL MOVEMENT: Based upon greater expertise in problems needs of elderly.
Gerontologist Home/Trainer
Director of Programs for the Elderly
Director of Home Companion Services
Consumer Advisor
Clothing Alterationist
Housing Management Services Aide/ Assistant
Care Giver/Enabler for Aging Services
Food Caterer's Assistant
Furnishings and Household Maintenance Worker
LATERAL MOVEMENT: Comparable level of skill development; different body of technical skill applied to needs of elderly, in own homes.

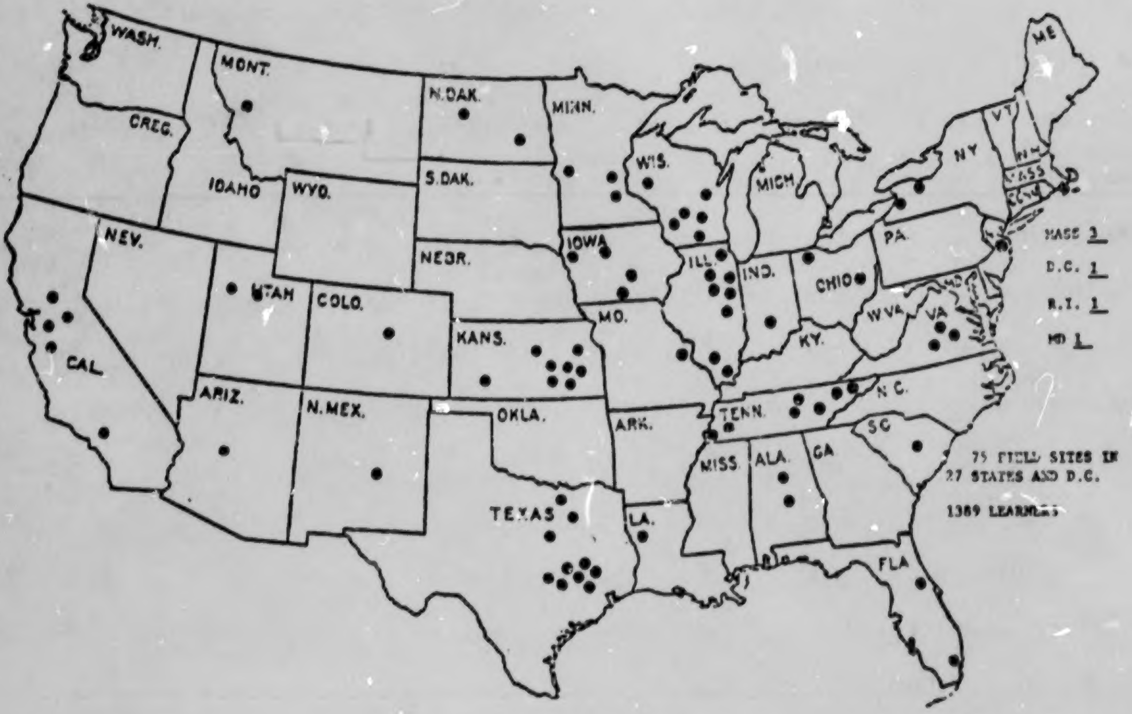
Securing Employment in Home Economics Occupations has no occupational ladder. Rather, this module focuses on those knowledges, skills, attitudes, and behaviors which are essential to obtain and maintain employment. It should be used in conjunction with or prior to each of the other modules to adequately train a learner.

Evaluation of Materials

All modules developed by this project were field tested in 1976. Persons were invited to express their interest in field test participation through a variety of avenues. An open invitation was extended at the AHEA annual meeting in June of 1975 and followed with a notice in the August 1975 issue of AHEA Action. Letters were mailed to state and local vocational home economics supervisors in the 50 states and U. S. territories. Module developers also made personal contacts with professionals around the country to promote applications for field test participation. A total of 207 responses were received from which the 88 field test sites were selected, representing 1760 learners.

Field test teachers representing 29 states and the District of Columbia were selected by the module developers in terms of criteria established cooperatively with contract personnel. The criteria included teacher qualifications and experience, recommendation by state supervisors, acceptable minimum number of learners, type of educational setting, age level of learners, and geographic location. All modules were field tested in sites with learners in at least two of three identified learner levels (secondary, post-secondary, adult) and in both school and non-school settings. Resulting class drop outs, reduced the field test sites to 75 with 1389 learners represented as indicated on the map which follows (Diagram 3).

Diagram 3. Distribution of Field Test Sites



Field Test Design

The study included two components: 1) a descriptive assessment of the effectiveness and usability of the modules by the 75 field test teachers, and 2) an assessment of performance on competencies of 75 groups of learners who studied the modules as treatment. The module assessment instrument used for the first component of this study was developed solely for field test and research purposes. Whereas, the pre/post assessment instruments used in the second component of the study are included as integral parts of each module.

The data collected from the module assessment by field test teachers were used to revise the modules prior to publication. This instrument was tested for content validity by presentation to the six module developers and to a jury of five professionals recognized in the field of curriculum developement and measurement. The jury classified each item according to the criterion measured (effectiveness or usability) and the component addressed (competencies, objectives, suggested strategies, references and resources, assessment instruments, learner information sheets, or overall evaluation). The minimum acceptance level for an item on this instrument was established at .70.

The pre/post assessment component consisted of an analysis of change in learner performance on the competencies in the modules. The pre/post assessments were submitted to juries to establish the quality of the instruments. The following are the quality standards and the minimum acceptance levels which were established: content and/or temporal reliability, .85; objectivity, 100% agreement by the jury; content and construct validity, more than 50% agreement by the jury.

Summary of Technical Report

A detailed technical report of the data analysis and discussion of the findings is on file with the American Home Economics Association and the Office of Education. However, the general research design and conclusions drawn are presented here to indicate to the user, the quality of the modules which comprise this project.

A total of six hypotheses were tested using data collected from 75 field test teachers and 1389 learners. Data from the pre/post cognitive test provided the basis for testing the first two hypotheses, namely:

1. Learners will increase in level of competency from pre to post assessment based on competencies incorporated in specific occupational modules.

2. Level of learner competency as measured by pre and post assessment will not vary with differences in educational setting and learners' educational level.

Using the data from the teacher opinion assessment, the remaining hypotheses were tested, namely:

3. The majority of teachers will judge the components and overall assessment of the curriculum module to be usable.

4. The majority of teachers will judge the components and overall assessment of the curriculum module to be effective.

5. There is no difference in teacher judgment as to the usability of the modules when the teachers have a

a) varied educational background

b) different number of years teaching experience in vocational home economics

c) different number of years work experience in home economics related jobs other than teaching.

6. There is no difference in teacher judgment as to the effectiveness of the module when teachers have a

a) varied educational background

b) different number of years teaching experience in vocational home economics

c) different number of years work experience in home economics related jobs other than teaching.

In order to test the hypotheses, various statistical treatments were administered. Although 1389 learners in 75 field test sites provided data on the the modules, due to the late spring field tests, not all of the data could be used. In general a few sites provided only pre test data or vice versa; early employment and pupil drop-out accounted for incomplete test data for some learners. Data were restricted to those learners who had completed both the pre and post assessments for hypothesis one, that there was a gain in learners' achievement. Mean gain scores were determined from differences between the pre test mean score and post test mean score for each module. A correlated sample t test was run for eleven modules(Catering Services levels I and II were analyzed separately). Hypothesis two was first submitted to an analysis of covariance for the six modules which had field test data in different levels and settings. In order to determine whether or not different educational levels and in-school or out-of-school educational settings made a difference in the quality of the modules, it was essential to be sure that the learners in these different levels and settings were starting at the same point. Therefore, an analysis of covariance test was applied to the data to determine the homogeneity of the learners. In testing hypotheses three, four, five, and six that teachers regardless of background, would judge the modules to be usable and effective, an item by item inspection of the data was overwhelmingly clear without further statistical treatment.

Results of the data collected and statistically analyzed from the learners pre/post cognitive test, indicated that all of the curriculum modules revealed a gain in learner achievement. The modules were indeed effective in increasing the learners' competencies identified within each module. Since it was established that the groups were homogeneous, these results demonstrated that the modules were equally effective with different settings and learner levels. Consequently, the modules were found to be appropriate and effective for teachers in school and non-school settings and for secondary, post secondary, and adult learners.

Data collected from teacher opinions of the modules relative to hypotheses three, four, five, and six, showed a clear majority of teachers who rated the modules as usable and effective. An item by item inspection of the data from the teacher assessment indicated that the components (competencies, objectives, suggested strategies, references/resources, evaluation instruments, learner information sheets, and overall assessment of the modules) were given similar ratings. There was almost unanimous agreement among the teachers that each item on the assessment form, representing all of the components set forth above, was excellent, good, or at least average. Since these teachers came from different geographical areas and varied backgrounds such as Bachelors', Masters' or other degrees; teachers with several months or 15-20 years teaching and work experience, and since all of them judged the modules similarly as helpful tools facilitating learning, the modules are deemed to be generalizable for innumerable situations.

Field test teachers were encouraged to add constructive comments related to their particular modules. In addition, teachers kept a daily curriculum log identifying objectives, strategies and references and/or resources used with reasons for including or omitting them. Some comments were:

"well thought out curriculum..."

"something for each student..."

"wished we could have studied this longer..."

"the real beauty is the adaptability..."

"am impressed with it..."

"learned a number of things we would not have been exposed to had we not done the module..."

"certainly gives plenty of references..."

"games and worksheets were both enjoyable and stimulating..."

"participating in field testing has to be our success story, fun, and challenge for 1976..."

"strategies are varied and realistic..."

"have never seen all of these topics brought together into one resource..."

"can see the possibilities of developing a course based on these modules and ideas..."

"allows for creative input..."

"easy to use..."

"relevant..."

"complete..."

"serves purpose well..."

"reinforcement without repetition."

In summary, field testing results indicated that the learners did indeed achieve in competency after completing the modules, whether they were secondary or post secondary students or adults in a non traditional setting. Throughout the country, the modules were found to be useful and effective for a wide range of learners and a variety of settings. Teachers judged the modules to be effective and usable regardless of their educational background, or teaching or work experience. Here then are ten quality products that have been planned, developed, and field tested to answer a relevant need of teachers and learners in the home service occupations areas.

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RATIONALE

According to a recent survey of three geographic areas, employers and business owners involved in household textiles maintenance consistently stated that they have difficulty hiring trained and reliable employees. However, no courses for this training were offered in their areas and employers stated there is little time available for on-the-job training.

Employment projections for occcupations involved in household textiles maintenance are favorable through the 1980's, according to USDL statistics. It is only logical to provide training for available jobs, especially since the training provided in this module can be applied to a variety of related fields, such as drapery-making, interior design, laundry, window coverings, fabric merchandising, and selling in a home furnishings business.

Individuals and families have indicated an increasing need for products and services which emphasize quality and longevity. They obviously would benefit from services that would aid them in recycling older household products and maintaining newer ones to optimum condition. However, proper maintenance of household textile products is the result of knowledge and training. Housing maintenance services are especially important now as these products are increasing in price due to energy shortages and higher labor costs. Recent statistics also show that Americans are spending a smaller percentage for furnishings and household textiles, so maintenance of these items becomes increasingly important so that they may be utilized to the maximum.

For these reasons, it is believed that the area of housing textiles maintenance provides sufficient interest and employment potential to cause it to be taught as an occupational study. Such study would be beneficial both to the learnes and the community, providing opportunity for the kind of learning experiences necessary to be a contributing member of society.

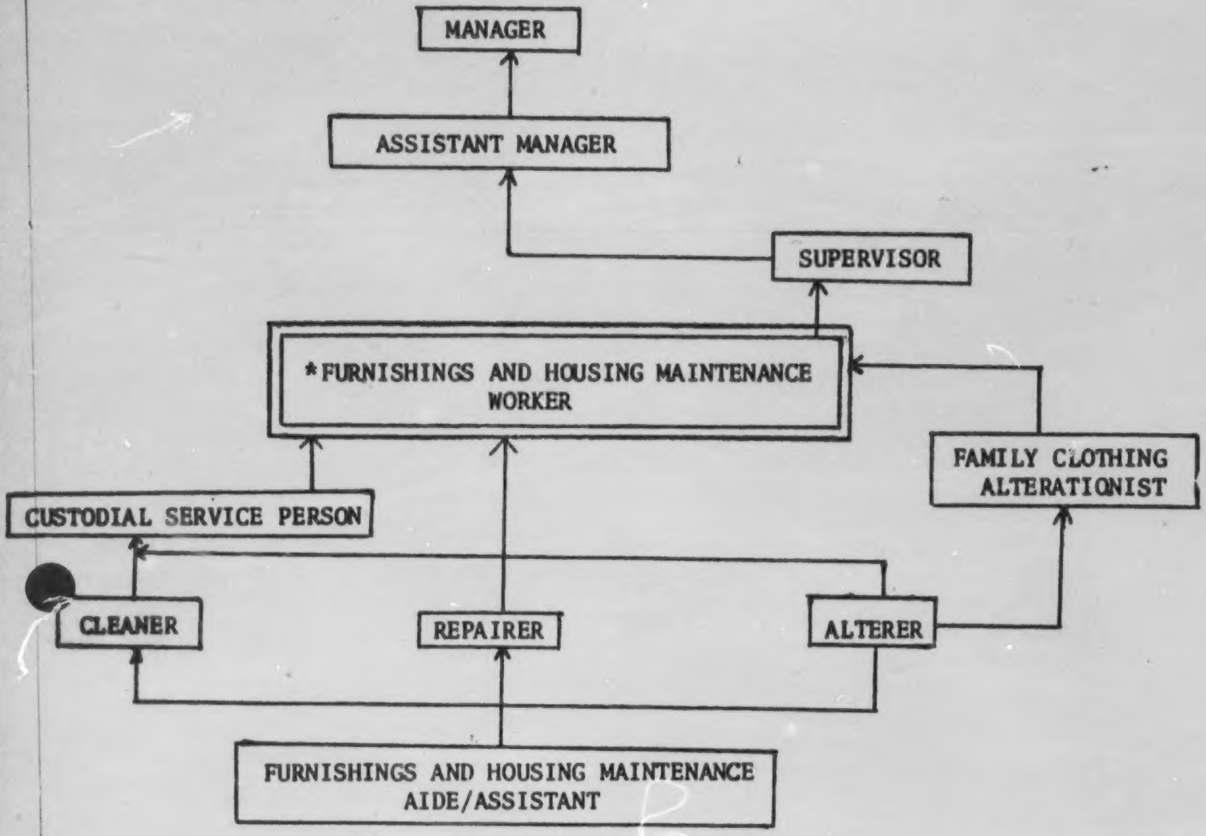
JOB DESCRIPTION

This module is based upon a cluster of household textiles maintenance occupations. The furnishings and housing maintenance services cluster consists of those occupations concerned with the maintenance, repair, and recycling of all household items which are made of textile products. These products include but are not limited to: draperies, upholstered furniture, carpets, floor coverings and any type of household linens. Occupations range from maintenance aide/assistant to the owner of a household textiles maintenance business.

The responsibilities and tasks of the furnishings and housing maintenance worker are dependent upon the size and scope of business in which he is involved as well as the demands of the community. Common entry-level jobs in this field include maintenance aides, repairer, alterer, and cleaner.

The job tasks covered in this module for a furnishings and housing maintenance worker are: demonstrates use and care of equipment; recognizes maintenance requirements of household textiles as related to fiber content and construction; applies knowledge of household textiles to various procedures of repairing textile products; demonstrates methods for repairing, altering and recycling; utilizes safety procedures in all working situations; and performs clerical duties and displays appropriate methods to seek and build employment in the community.

FURNISHINGS AND HOUSING MANAGEMENT SERVICES[1]


MANAGER
ASSISTANT MANAGER
SUPERVISOR
*FURNISHINGS AND HOUSING MAINTENANCE WORKER
FAMILY CLOTHING ALTERATIONIST
CUSTODIAL SERVICE PERSON
CLEANER
REPAIRER
ALTERER
FURNISHINGS AND HOUSING MAINTENANCE AIDE/ASSISTANT

*Focus of this module

Adapted from:

[1] American Home Economics Association. Career ladders and lattices in home economics related areas: Possibilities for upgrading employment. Washington, D.C.: Author, 1971.

DIRECTIONS TO THE TEACHER

Definitions for Module Components - The following list of definitions and explanations were agreed upon by the project staff for use with the modules:

> A competency statement is broad in scope and includes the skills, knowledge, and attitudes essential to perform a job or task.
>
> An objective is a statement in behavioral terms of the desired outcomes learners will demonstrate as a result of their exposure to a program of instruction.
>
> Strategy statements include the learning situations and experiences provided by the teacher to expose the learner to the content to be learned and to allow the learner to demonstrate progress toward the attainment of the objective.

How to Use

This competency based Furnishings and Housing Maintenance Services Module covers the aspects of use and care of equipment; maintenance requirements related to fiber content and construction; procedures for repairing textile products; methods for repairing, altering and recycling; safety procedures; clerical duties; and appropriate methods for seeking and building employment in the community.

This module can be used in conjunction with the Fabric and Textiles Merchandising module.

This module can be used for various types of learners such as the handicapped, slow learners, high school students - grades 9-12, and adults which would include senior citizens. Good eyesight and manual dexterity are needed if the learner is to master all competencies included in this module. The instructor will need to adapt the learning experiences to meet the needs of the handicapped and the slow learners.

Each competency is numbered and the objectives and suggested strategies are numbered to correspond with the competency statement. For example, the second competency is numbered 2; the second objective is numbered 2.2; and the second of the suggested strategies is numbered 2.2.2. The order in which the learner follows the competencies, objectives and suggested strategies depends upon his mastery of competencies as determined by the pre assessment device. For example, the learner might have good background in chemistry and would not need to go through the objectives which include various aspects of chemicals and their functions. He might proceed to the more complex objectives such as removing stains from velvet with a hydrochloric acid solution.

The instructor may use any or all of the suggested strategies depending upon the needs of the learner and the time available. The time length of the module will vary depending upon the resources, persons involved, the field trips taken, and the learner characteristics. On-the-job work experience is suggested. The learner should be encouraged to assume responsibility for the instruction in the classroom.

The list of the references and resources used in this module are to be used at the instructor's discretion in conjunction with the suggested strategies. They will also supply background material as well as any supplemental reading for the learner. It is suggested that the instructor also use his own material.

The teacher and learner appendix sheets are referred to within the text of the module and appear after the references. They are numbered consecutively and follow the number of the suggested strategies; they are titled Appendix B for the teacher sheets and Appendix A for the learner sheets.

It is recommended that the instructor make arrangements for learners with a limited reading or writing ability to have aids such as tape recorders, visual aids, and student work groups to help them in securing information.

It is recommended that each learner keep a portfolio during the term of this module. Therefore, the learner will have a working bibliography of what he has done for future reference for employers. This will also be an excellent source of supplemental information if he chooses to go into the world of work upon completion of this module.

Local FHA/HERO chapters should be included in many of the strategies to add to the learning experience.

Safety procedures are stressed throughout this module. At all times the room the learners are working in should be well lighted and well ventilated. Supervised utilization of all equipment is recommended. The instructor should follow all federal, state, local and school policies related to this occupational training.

Assessment

A pre/post assessment instrument and key are included in this module. The pre assessment is to be administered prior to the teaching of this module. The purpose of the pre assessment is to determine the learner's mastery of the competencies in this module and to determine which suggested strategies are needed. The post assessment is to be given upon completion of the study to see if the learner has gained those competencies set forth for him. A performance instrument is also included to assess the abilities of the learner upon completion of this module.

LIST OF COMPETENCIES

The learner will be able to: Page

1. demonstrate the use and care of equipment needed for furnishings and housing maintenance services and repair. 55
2. recognize maintenance requirements of household textiles as related to fiber content and construction. 59
3. apply knowledge of household textiles construction to procedures for repairing textiles products. 65
4. demonstrate methods for repairing, altering and recycling household textile products. 71
5. utilize safety procedures in work situations, storage and equipment operation. 77
6. perform the clerical and routine tasks necessary to maintain profitable employment as a furnishings and housing maintenance worker. 81
7. demonstrate appropriate methods for the furnishings and housing maintenance worker to seek and build employment in the community. 87

ASSESSMENT INSTRUMENTS

Directions for Pre/Post Assessment Instruments

Prior to the teaching of this module you should administer the pre assessment instrument. Results of this test determine the learner's mastery of the competencies in this module. Prior to the administering of the pre assessment, give each learner a copy of this device. Read through the directions carefully and answer any questions that should arise.

Both the pre and post assessment instruments contain forty-seven items which are correlated with the objective statements. The key will illustrate which item belongs to which objectives.

Upon completion of this module you are to administer the post assessment instrument. Prior to the administering of this instrument, give each learner a copy of the device. Read through the directions carefully and answer any questions that should arise. This post assessment instrument will determine whether or not the learners achieved those competencies necessary for this occupation.

Key For Pre Assessment Instrument

Item	Key	Obj.	Item	Key	Obj.
1.	c	2.3	24.	c	3.2
2.	b	3.2	25.	c	3.1
3.	c	3.2	26.	b	2.3
4.	a	4.2	27.	d	4.4
5.	b	4.2	28.	a	4.2
6.	a	2.3	29.	a	3.2
7.	d	4.2	30.	b	3.3
8.	b	2.3	31.	b	4.1
9.	b	2.3	32.	a	4.2
10.	a	2.1	33.	d	4.2
11.	d	4.2	34.	c	4.2
12.	a	2.3	35.	d	4.2
13.	a	1.1	36.	b	4.3
14.	a	1.1	37.	d	4.3
15.	c	1.2	38.	c	4.4
16.	d	5.2	39.	a	4.5
17.	a	2.3	40.	d	5.1
18.	b	2.2	41.	c	5.2
19.	d	2.3	42.	c	5.3
20.	c	2.3	43.	a	5.3
21.	b	2.3	44.	b	6.2
22.	d	2.3	45.	d	6.3
23.	a	2.3	46.	c	6.4

Item	Key	Obj.
47.	b	6.4
48.	d	7.1
49.	c	7.2
50.	d	1.2
51.	c	1.2
52.	d	1.3
53.	a	2.2
54.	b	2.2
55.	d	3.1
56.	c	3.3
57.	b	4.1
58.	a	4.3
59.	c	5.1
60.	d	6.1
61.	a	6.2
62.	d	6.3
63.	a	7.1
64.	b	2.3
65.	a	1.1
66.	d	3.2
67.	c	2.3
68.	b	2.3
69.	b	6.4

FURNISHINGS AND HOUSING
MAINTENANCE SERVICES

Pre Assessment Instrument

Directions: Choose the one best answer.

1. Carpet shampoo should
    a. produce a film
    b. reduce static electricity
    c. penetrate the soils and dirt
    d. dry the pile

2. To restore crushed pile and corners in a carpet you should
    a. shampoo rigorously and vacuum
    b. use a steaming process
    c. snip with scissors
    d. brush with vacuum

3. Brown spots may appear on a fabric because of
    a. over exposure to the sun
    b. excessive spillage build up
    c. fiber breakdown due to aging or wear
    d. fabric pilling

4. Static electricity in rugs and carpeting may be caused by
    a. lower humidity in the room
    b. vacuuming daily
    c. using rug rake
    d. lowering the temperature in the home

5. One method for protecting a carpet from wear on stairs is to
    a. place extra pieces of carpet upon each step and riser
    b. lay an extra foot of carpet length against or under one or two risers at the top of the staircase
    c. avoid utilization of carpeting on staircases with risers
    d. utilize only types of carpeting which are made of nylon

6. A fabric is colorfast if it
    a. does not rub off onto a damp cloth after a cleaning agent is applied
    b. is dyed by interweaving
    c. is made by hand instead of woven by machine
    d. does not fade after the first five cleanings

7. Carpet or rug backing provides for
   a. sound absorption of external noise
   b. priming the shampooer
   c. a cutting guide
   d. a firm foundation for the pile

8. The home process of carpet cleaning includes use of
   a. hot water extraction and rotary brush
   b. wet method and aerosol foam spray
   c. hot water extraction and hand absorption
   d. dry foam and hand absorption

9. The wet method of cleaning household textiles uses
   a. an alkaline solution
   b. a water-detergent solution
   c. an ammonia solution
   d. a water-ammonia solution

10. Polypropylene has the disadvantage of
    a. a low melting point
    b. causing static electricity build up
    c. a fast chemical reaction
    d. having a high melting point

11. The most commonly used carpet underlay is
    a. rayon
    b. nylon
    c. polyester
    d. natural hair

12. In treating an unknown fabric stain, the first step is to
    a. identify the stain type
    b. apply cold water
    c. soak in carbon tetrachloride
    d. spray with aerosol spray

13. Which of the following equipment is most necesssary for maintaining household textiles
    a. vacuum cleaner, sewing machine
    b. tacker, shirrer
    c. upholstery needles, embroidery hoop
    d. steamer, dye kit

14. Tools which are used for household fabric repair include
    a. tack hammer, staple gun
    b. headings, casings
    c. crocker, stabilizer
    d. mercerizer, cornice

15. The part of the vacuum cleaner which produces no suction but provides for a deep cleaning is called a(an)
   a. extender
   b. wand
   c. agitator-bar
   d. nozzle

16. The most important factor in determining the level of service one can expect to receive from equipment is
   a. the brand name
   b. how it is stored daily
   c. the number of usages per week
   d. the quality of care it receives

17. The fabric information which is least vital prior to cleaning is
   a. fiber content percentage
   b. durability properties
   c. shrinkage potential
   d. colorfast tendencies

18. The type of weave used in constructing household textiles influences cleaning and repair. Which of these is the most durable fabric weave?
   a. satin
   b. plain
   c. weft knit
   d. brocade

19. For treating a fabric stain identified as hair oil use
   a. trichloroethylene
   b. bleach
   c. ammonia
   d. hot water

20. In cleaning fabric upholstery the first step is to
   a. wet the upholstery
   b. wipe the upholstery with a damp cloth
   c. vacuum the surface
   d. detach hardware items

21. In dry cleaning draperies, the proper sequence or process is to
   a. soak the draperies, wash in soapy water and tumble dry
   b. place draperies in a machine, add cleaning agent, remove excess solvent, dry, reclaim used solvent
   c. place draperies in a cleaning machine, add cleaning solvent, dry on a clothesline
   d. vacuum the draperies then air them on a clothesline

22. To clean permanent press bed linens it is necessary to
   a. sort linens according to fiber and color
   b. use hot water
   c. set washer controls at delicate
   d. tumble dry on high setting

23. Which one of these factors best determines whether a fabric should be dry cleaned or wet cleaned?
   a. fiber content of the fabric
   b. expense of the fabric
   c. color of the fabric
   d. weight of the fabric

24. To repair a woven, cotton rug that has been accidentally torn, it is best to
   a. stitch the tear on a sewing machine
   b. trim the torn edges
   c. reweave the rug
   d. cover the torn edges with seam binding

25. A knitted polyester carpet is most likely to be damaged by
   a. excess moisture
   b. insects
   c. burns
   d. fading

26. Why is it necessary to know the content of all fibers used in a fused household textile product before cleaning?
   a. you can set the washing machine at the correct water temperature
   b. the wrong cleaning process could cause the fused fiber layers to separate or mat
   c. the wrong laundry detergent could damage the fused fibers
   d. if cleaned improperly, fused fibers tend to lose their elasticity

27. The best way to restore faded draperies is to
   a. cut the draperies to fit a smaller window
   b. sew a patch over the faded spot
   c. give the draperies a thorough cleaning
   d. dye the draperies to an even color

28. Which is not an acceptable way to repair a tear in upholstery fabric?
   a. throw an afghan over the torn place
   b. sew the edges of the fabric together
   c. reweave the upholstery fabric
   d. invisibly patch the upholstery fabric

29. Which of the following household products cannot be acceptably patched after they have been burned?
   a. towels
   b. carpets
   c. draperies
   d. upholstered items

30. If a kitchen carpet has been burned, which is an acceptable method of repair?
   a. scrub the spot with ammonia, then vacuum
   b. cut a circle around the burned spot, and insert a matching circle of carpet
   c. shampoo the carpet
   d. trim the burned edges, then vacuum to restore the pile

31. You would like to patch a ripped portion in the seat of an upholstered chair. The first step is to
   a. vacuum the chair thoroughly
   b. make a swatch of fabric to cover the worn place
   c. cut out the ripped portion of upholstery
   d. remove all the hardware on the chair

32. Which are characteristics of properly repaired tears in upholstery?
   a. edges invisibly joined, strong, neat stitches
   b. edges joined by invisibly gluing the torn edges together
   c. edges joined with loose stitches so as not to strain fabric
   d. edges joined together by reweaving

33. Someone just ripped a woven wool carpet. The best repair method is to
   a. sew the edges back together
   b. glue the edges back together
   c. cut a matching swatch of carpet and insert it into the ripped area
   d. reweave the carpet

34. An area rug has begun to mildew. Your first action is to
   a. spot the rug with a baking soda solution
   b. shampoo the rug
   c. take the rug outside into the sunshine and brush
   d. vacuum the rug thoroughly

35. After cleaning, a small rug still looks faded. What can you do to restore the color?
   a. vacuum the rug thoroughly to remove dirt
   b. shampoo the rug
   c. bleach the rug so that it is equally faded
   d. redye the rug

36. Which measurements are necessary to alter an existing carpet to fit a smaller area?
   a. the dimensions of the carpet and the space it is to occupy after alteration
   b. the dimensions of the carpet
   c. the dimensions of the room the carpet originally occupied
   d. the dimensions of the room the carpet will occupy after alteration

37. After the edges are cut to alter a carpet's size, why is binding used on these cut edges?
   a. binding makes the carpet easier to vacuum
   b. binding keeps the carpet edges clean
   c. binding prevents insects from damaging the carpet
   d. binding gives the carpet a "finished" look and protects the edges from wear, and acts as a safety factor

38. Before attempting to repair a worn place in a drapery fabric you should first
   a. clean draperies thoroughly
   b. measure the draperies
   c. match the original drapery fabric as to color and weave
   d. cut the worn place out of the drapery

39. In order to make existing draperies fit a window of another size, it is necessary to know first
   a. the measurements of the new window
   b. how to make drapery hems, tucks, and casings
   c. how to put up curtain rods
   d. the measurements of the room the altered curtain will be in

40. Which of the following would be the most hazardous working condition?
   a. insufficient lighting
   b. uncomfortable room temperatures
   c. sharp tools lying about on work tables
   d. rags and chemical products carelessly piled in corners

41. If an employee has a suggestion to improve safety, he should
   a. tell the people who work in his area
   b. discuss the idea with friends at lunchtime
   c. tell his supervisor
   d. write a letter to the owner of the company

42. At the end of the work day, what precautions should be taken for the safe storage of pieces of equipment such as a sewing machine or vacuum cleaner?
    a. they should be left where most used
    b. they should be dusted and covered
    c. they should be unplugged, dusted, covered and stored in an appropriate, safe place
    d. they should be taken apart and cleaned and oiled

43. Why should all chemical or cleaning fluids be labeled and kept together?
    a. they can be easily identified
    b. they look neat if kept in this manner
    c. someone may steal them
    d. they may be spilled accidentally

44. When making a file of invoices, (bills) the most common way of arranging the file is according to the
    a. customer's name
    b. date the bill is due
    c. customer's address
    d. amount of money owed

45. Why should an employee keep his place of work neat and clean?
    a. the boss may give him a raise
    b. it is one of his job responsibilities
    c. all the other employees perform this job
    d. it makes the employee's surroundings safer and improves efficiency and work skills

46. An employer asks if you can do general maintenance work at his place of business. He wants to know if you are able to
    a. type letters and run an adding machine
    b. repair upholstery
    c. sweep, dust, straighten and generally make his business an orderly place
    d. alter draperies

47. When buying cleaning aids for household textiles maintenance, what should be considered?
    a. attractive appearance of container
    b. cost, use, and quality of cleaning material
    c. cost alone
    d. personality of the salesperson

48. Which of the following is the most expensive method of seeking employment?
   a. reading "Want-Ads" in newspapers
   b. school counseling service
   c. state employment service
   d. private placement service

49. Which is the best way to make your skills as a furnishings and housing maintenance worker known to a prospective employer?
   a. demonstrate your skills during a trial period
   b. fill out an application blank thoroughly
   c. take a reference from a former employer
   d. bring references from teachers plus a resumé listing all your qualifications and skills

50. The part of the vacuum cleaner which must be emptied after each use is called the
   a. dirt basket
   b. filth tank
   c. dust container
   d. dust bag

51. When families in Colonial times stained a tablecloth, what was the usual procedure for saving the cloth?
   a. they sent it to the dry-cleaner
   b. they made napkins out of the tablecloth
   c. they scrubbed the stain on a washboard
   d. they hung the cloth on a clothesline and beat the stain out of it

52. Which is the most versatile of the following pieces of equipment?
   a. carpet shampooer
   b. carpet steamer
   c. carpet sweeper
   d. vacuum cleaner

53. Which of the following fibers would be suitable for a tablecloth that would be given constant use and frequent washings?
   a. cotton
   b. rayon
   c. wool
   d. silk

54. Which type of fabric construction would yield the most durable household textiles?
   a. fused
   b. woven
   c. knitted
   d. bonded

55. Which type of fabric would be more likely to develop a tear or rip?
   a. bonded knits
   b. knitted synthetics
   c. felt
   d. woven cotton

56. The fabric which would be easiest to repair when burned or scorched is
   a. polyester knit
   b. woven cotton
   c. cotton velour
   d. wool knit

57. Upholstery repair can be considered satisfactory if
   a. the thread used to repair the upholstery matches the original upholstery color
   b. no sign of the fault or repair is visible
   c. the chair is clean and comfortable after the repair is completed
   d. all threads used in the repair are tied and clipped

58. Which of these common drapery alteration errors is not the result of inaccurate measurements?
   a. wrinkled fabric
   b. irregular hem
   c. uneven pleats
   d. insufficient window coverage

59. The best method for preventing accidents involving equipment is to
   a. have all equipment stored in a safe place
   b. put up several warning signs near dangerous pieces of equipment
   c. be sure all employees have a complete understanding of safety rules
   d. have a first-aid kit near the work area

60. When a customer becomes upset and speaks rudely to a salesperson, the salesperson should
   a. walk away and say nothing
   b. speak loudly to the customer, telling him he is creating a disturbance
   c. call the manager
   d. listen while the customer speaks rudely, then apologize for his dissatisfaction quietly and correct the error if possible

61. An inventory sheet is
   a. a listing of all supplies and materials currently in stock
   b. another name for an invoice
   c. required by the IRS
   d. a list of customers who are overdue in paying their accounts

62. Which of the following general maintenance responsibilities would ordinarily be expected of a furnishings and housing maintenance person employed in a business?
   a. washing windows on the outside
   b. shoveling snow off the sidewalks
   c. painting walls
   d. dusting furniture

63. When seeking employment, which of these is the best source for finding available jobs for which to apply?
   a. local newspaper advertisements
   b. rumors concerning "who's hiring" from friends
   c. telephone calls to various businesses
   d. personal calls on various businesses

64. Which type of carpet cleaner or method is most likely to be used for heavily soiled carpet?
   a. dry
   b. detergent based
   c. steaming
   d. aerosol spray

65. Which of the following pieces of equipment are used to maintain or repair an upholstered sofa?
   a. vacuum cleaner, upholstery scrubber, curved needles, and tacks
   b. washing machine, dryer, iron, clothesline
   c. vacuum cleaner alone
   d. hammer, nails, upholstery scrubber, needles, pins, and a dye kit

66. Which of the following statements is true concerning drapery maintenance?
   a. they can be dry-cleaned but never washed
   b. repairs must be made with an industrial sewing machine because home sewing machines are not adequate for this job
   c. it is improper to vacuum draperies as they do not collect dust
   d. a vacuum cleaner, sewing machine, washing machine, dryer, and a dry cleaning machine may be used, depending on the fiber content of the draperies

67. Which type of cleaner dissolves grease best?
   a. soap flakes
   b. tablets of soap
   c. detergents
   d. liquid soap

68. For very delicate household textiles, which would be the best laundry cleaner?
   a. detergents
   b. soap flakes
   c. bar of soap
   d. aerosol spot lifters

69. Which of the following would you choose to dust office furniture?
   a. broom and feather duster
   b. soft cloth and spray cleaner
   c. soft cloth alone
   d. electric broom

Key For Post Assessment Instrument

Item	Key	Obj.
1.	b	2.3
2.	b	2.3
3.	a	4.2
4.	a	4.2
5.	b	2.3
6.	b	2.2
7.	d	6.1
8.	b	2.3
9.	d	7.1
10.	a	2.3
11.	c	3.3
12.	b	2.3
13.	c	1.2
14.	a	2.3
15.	a	2.3
16.	d	5.1
17.	d	2.3
18.	c	5.3
19.	a	6.2
20.	c	1.2
21.	b	4.1
22.	c	2.3
23.	b	4.1
24.	b	3.3
25.	a	5.3
26.	a	4.3
27.	a	2.3
28.	c	5.2
29.	c	4.2
30.	c	4.4
31.	c	5.1
32.	a	1.1
33.	c	7.2
34.	d	4.2
35.	b	6.4
36.	b	2.3
37.	d	3.2
38.	a	4.2
39.	d	4.4
40.	a	4.5
41.	d	4.2
42.	a	2.2
43.	d	5.2
44.	b	6.4
45.	d	1.2
46.	a	1.1

FURNISHINGS AND HOUSING MAINTENANCE SERVICES

Post Assessment Instrument

Directions: Choose the one best answer.

1. The wet method of cleaning household textiles uses
   a. an alkaline solution
   b. a water-detergent solution
   c. an ammonia solution
   d. a water-ammonia solution

2. In dry cleaning draperies, the proper sequence or process is
   a. soak the draperies, wash in soapy water and tumble dry
   b. place draperies in a machine, add cleaning agent, remove excess solvent, dry, reclaim used solvent
   c. place draperies in a cleaning machine, add cleaning solvent, dry on a clothesline
   d. vacuum the draperies then air them on a clothesline

3. Which are characteristics of properly repaired tears in upholstery?
   a. edges invisibly joined, strong, neat stitches
   b. edges joined by invisibly glueing the torn edges together
   c. edges joined with loose stitches so as not to strain fabric
   d. edges joined together by reweaving

4. Static electricity in rugs and carpeting may be caused by
   a. lower humidity in the room
   b. vacuuming daily
   c. using rug rake
   d. lowering the temperature in the home

5. Which type of carpet cleaner or method is most likely to be used for heavily soiled carpet?
   a. dry
   b. detergent based
   c. steaming
   d. aerosol spray

6. Which type of fabric construction would yield the most durable household textiles?
   a. fused
   b. woven
   c. knitted
   d. bonded

7. When a customer becomes upset and speaks rudely to a salesperson, the salesperson should
    a. walk away and say nothing
    b. speak loudly to the customer, telling him he is creating a disturbance
    c. call the manager
    d. listen while the customer speaks rudely, then apologize for his dissatisfaction quietly and correct the error if possible

8. For very delicate household textiles, which would be the best laundry cleaner?
    a. detergents
    b. soap flakes
    c. bar of soap
    d. aerosol spot lifters

9. Which of the following is the most expensive method of seeking employment?
    a. reading "Want-Ads" in newspapers
    b. school counseling service
    c. state employment service
    d. private placement service

10. Which one of these factors best determines whether a fabric should be dry cleaned or wet cleaned?
    a. fiber content of the fabric
    b. expense of the fabric
    c. color of the fabric
    d. weight of the fabric

11. The fabric which would be easiest to repair when burned or scorched is
    a. polyester knit
    b. woven cotton
    c. cotton velour
    d. wool knit

12. The home process of carpet cleaning includes use of
    a. hot water extraction and rotary brush
    b. wet method and aerosol foam spray
    c. hot water extraction and hand absorption
    d. dry foam and hand absorption

13. When families in Colonial times stained a tablecloth, what was the usual procedure for saving the cloth?
    a. they sent it to the dry-cleaner
    b. they made napkins out of the tablecloth
    c. they scrubbed the stain on a washboard
    d. they hung the cloth on a clothesline and beat the stain out of it

14. A fabric is colorfast if it
    a. does not rub off onto a damp cloth after a cleaning agent is applied
    b. is dyed by interweaving
    c. is made by hand instead of woven by machine
    d. does not fade after the first five cleanings

15. In treating an unknown fabric stain, the first step is to
    a. identify the stain type
    b. apply cold water
    c. soak in carbon tetrachloride
    d. spray with aerosol spray

16. Which of the following would be the most hazardous working condition?
    a. insufficient lighting
    b. uncomfortable room temperatures
    c. sharp tools lying about on work tables
    d. rags and chemical products carelessly piled in corners

17. To clean permanent press bed linens it is necessary to
    a. sort linens according to fiber and color
    b. use hot water
    c. set washer controls at delicate
    d. tumble dry on high setting

18. At the end of the work day, what precautions should be taken for the safe storage of pieces of equipment such as a sewing machine or vacuum cleaner?
    a. they should be left where most used
    b. they should be dusted and covered
    c. they should be unplugged, dusted, covered, and stored in an appropriate, safe place
    d. they should be taken apart, cleaned and oiled

19. An inventory sheet is
    a. a listing of all supplies and materials currently in stock
    b. another name for an invoice
    c. required by the IRS
    d. a list of customers who are overdue in paying their accounts

20. The part of the vacuum which produces no suction but provides for a deep cleaning is called a(an)
    a. extender
    b. wand
    c. agitator-bar
    d. nozzle

21. You would like to patch a ripped portion in the seat of an upholstered chair. The first step is to
    a. vacuum the chair thoroughly
    b. make a swatch of fabric to cover the worn place
    c. cut out the ripped portion of upholstery
    d. remove all the hardware on the chair.

22. Carpet shampoo should
    a. produce a film
    b. reduce static electricity
    c. penetrate the soils and dirt
    d. dry the pile

23. Upholstery repair can be considered satisfactory if
    a. the thread used to repair the upholstery matches the original upholstery color
    b. no sign of the fault or repair is visible
    c. the chair is clean and comfortable after the repair is completed
    d. all threads used in the repair are tied and clipped

24. If a kitchen carpet has been burned, which is an acceptable method of repair?
    a. scrub the spot with ammonia, then vacuum
    b. cut a circle around the burned spot, and insert a matching circle of carpet
    c. shampoo the carpet
    d. trim the burned edges, then vacuum to restore the pile

25. Why should all chemical or cleaning fluids be labeled and kept together?
    a. they can be easily identified
    b. they look neat if kept in this manner
    c. someone may steal them
    d. they may be spilled accidentally

26. Which of these common drapery alteration errors is not the result of inaccurate measurements?
    a. wrinkled fabric
    b. irregular hem
    c. uneven pleats
    d. insufficient window coverage

27. The fabric information which is least vital prior to cleaning is
    a. fiber content percentage
    b. durability properties
    c. shrinkage potential
    d. colorfast tendencies

28. If an employee has a suggestion to improve safety, he should
   a. tell the people who work in his area
   b. discuss the idea with friends at lunchtime
   c. tell his supervisor
   d. write a letter to the owner of the company

29. An area rug has begun to mildew. Your first action is to
   a. spot the rug with a baking soda solution
   b. shampoo the rug
   c. take the rug outside into the sunshine and brush
   d. vacuum the rug thoroughly

30. Before attempting to repair a worn place in a drapery fabric you should first
   a. clean draperies thoroughly
   b. measure the draperies
   c. match the original drapery fabric as to color and weave
   d. cut the worn place out of the drapery

31. The best method for preventing accidents involving equipment is to
   a. have all equipment stored in a safe place
   b. put up several warning signs near dangerous pieces of equipment
   c. be sure all employees have a complete understanding of safety rules
   d. have a first-aid kit near the work area

32. Which of the following equipment is most necessary for maintaining household textiles?
   a. vacuum cleaner, sewing machine
   b. tacker, shirrer
   c. upholstery needles, embroidery hoop
   d. steamer, dye kit

33. Which is the best way to make your skills as a furnishings and housing maintenance worker known to a prospective employer?
   a. demonstrate your skills during a trial period
   b. fill out an application blank thoroughly
   c. take a reference from a former employer
   d. bring references from teachers plus a resumé listing all your qualifications and skills

34. Carpet or rug backing provides for
   a. sound absorption of external noise
   b. priming the shampooer
   c. a cutting guide
   d. a firm foundation for the pile

35. When buying cleaning aids for household textiles maintenance, what should be considered?
    a. attractive appearance of container
    b. cost, use, and quality of cleaning material
    c. cost alone
    d. personality of the salesperson

36. Why is it necessary to know the content of all fibers used in a fused household textile product before cleaning?
    a. you can set the washing machine at the correct water temperature
    b. the wrong cleaning process could cause the fused fiber layers to separate or mat
    c. the wrong laundry detergent could damage the fused fibers
    d. if cleaned improperly, fused fibers tend to lose their elasticity

37. Which of the following statements is true concerning drapery maintenance?
    a. they can be dry-cleaned but never washed
    b. repairs must be made with an industrial sewing machine because home sewing machines are not adequate for this job
    c. it is improper to vacuum draperies as they do not collect dust
    d. a vacuum cleaner, sewing machine, washing machine, dryer, and a dry cleaning machine may be used, depending on the fiber content of the draperies

38. Which is not an acceptable way to repair a tear in upholstery fabric?
    a. throw an afghan over the torn place
    b. sew the edges of the fabric together
    c. reweave the upholstery fabric
    d. invisibly patch the upholstery fabric

39. The best way to restore faded draperies is to
    a. cut the draperies to fit a smaller window
    b. sew a patch over the faded spot
    c. give the draperies a thorough cleaning
    d. dye the draperies to an even color

40. In order to make existing draperies fit a window of another size, it is necessary to know first
    a. the measurements of the new window
    b. how to make drapery hems, tucks, and casings
    c. how to put up curtain rods
    d. the measurements of the room the altered curtain will be in

41. The most commonly used carpet underlay is
  a. rayon
  b. nylon
  c. polyester
  d. natural hair

42. Which of the following fibers would be suitable for a tablecloth that would be given constant use and frequent washings?
  a. cotton
  b. rayon
  c. wool
  d. silk

43. The most important factor in determining the level of service one can expect to receive from equipment is
  a. the brand name
  b. how it is stored daily
  c. the number of usages per week
  d. the quality of care it receives

44. Which of the following would you choose to dust office furniture?
  a. broom and feather duster
  b. soft cloth and spray cleaner
  c. soft cloth alone
  d. electric broom

45. The part of the vacuum cleaner which must be emptied after each use is called the
  a. dirt basket
  b. filth tank
  c. dust container
  d. dust bag

46. Tools which are used for household fabric repair include
  a. tack hammer, staple gun
  b. headings, casings
  c. crocker, stabilizer
  d. mercerizer, cornice

47. Someone just ripped a woven wool carpet. The best repair method is
  a. sew the edges back together
  b. glue the edges back together
  c. cut a matching swatch of carpet and insert into the ripped area
  d. reweave the carpet

48. To restore crushed pile and corners in a carpet you should
    a. shampoo rigorously and vacuum
    b. use a steaming process
    c. snip with scissors
    d. brush with vacuum

49. To repair a woven, cotton rug that has been accidentally torn, it is best to
    a. stitch the tear on a sewing machine
    b. trim the torn edges
    c. reweave the rug
    d. cover the torn edges with seam binding

50. Which of the following general maintenance responsibilities would ordinarily be expected of a furnishings and housing maintenance worker employed in a business?
    a. washing windows on the outside
    b. shoveling snow off the sidewalks
    c. painting walls
    d. dusting furniture

51. Which is the most versatile of the following pieces of equipment?
    a. carpet shampooer
    b. carpet steamer
    c. carpet sweeper
    d. vacuum cleaner

52. The type of weave used in constructing household textiles influences cleaning and repair. Which of these is the most durable fabric weave?
    a. satin
    b. plain
    c. weft knit
    d. brocade

53. Brown spots may appear on a fabric because of
    a. over exposure to the sun
    b. excessive spillage build up
    c. fiber breakdown due to aging or wear
    d. fabric pilling

54. Which type of fabric would be more likely to develop a tear or rip?
    a. bonded knits
    b. knitted synthetics
    c. felt
    d. woven cotton

55. Which of the following household products cannot be acceptably patched after they have been burned?
    a. towels
    b. carpets
    c. draperies
    d. upholstered items

56. When making a file of invoices, (bills) the most common way of arranging the file is according to the
    a. customer's name
    b. date the bill is due
    c. customer's address
    d. amount of money owed

57. Polypropylene has the disadvantage of
    a. a low melting point
    b. causing static electricity build up
    c. a fast chemical reaction
    d. having a high melting point

58. A knitted polyester carpet is most likely to be damaged by
    a. excess moisture
    b. insects
    c. burns
    d. fading

59. One method for protecting a carpet from wear on stairs is to
    a. place extra pieces of carpet upon each step and riser
    b. lay an extra foot of carpet length against or under one or two risers at the top of the staircase
    c. avoid utilization of carpeting on staircases with risers
    d. utilize only types of carpeting which are made of nylon

60. Which measurements are necessary to alter an existing carpet to fit a smaller area?
    a. the dimensions of the carpet and the space it is to occupy after alteration
    b. the dimensions of the carpet
    c. the dimensions of the room the carpet originally occupied
    d. the dimensions of the room the carpet will occupy after alteration

61. In cleaning fabric upholstery the first step is to
    a. wet the upholstery
    b. wipe the upholstery with a damp cloth
    c. vacuum the surface
    d. detach hardware items

62. After the edges are cut to alter a carpet's size, why is binding used on these cut edges?
a. binding makes the carpet easier to vacuum
b. binding keeps the carpet edges clean
c. binding prevents insects from damaging the carpet
d. binding gives the carpet a "finished" look and protects the edges from wear and acts as a safety factor

63. When seeking employment, which of these is the best source for finding available jobs for which to apply?
a. local newspaper advertisements
b. rumors concerning "who's hiring" from friends
c. telephone calls to various businesses
d. personal calls on various businesses

64. After cleaning, a small rug still looks faded. What can you do to restore the color?
a. vacuum the rug thoroughly to remove dirt
b. shampoo the rug
c. bleach the rug so that it is equally faded
d. redye the rug

65. Why should an employee keep his place of work neat and clean?
a. the boss may give him a raise
b. it is one of his job responsibilities
c. all the other employees perform this job
d. it makes the employee's surroundings safer and improves efficiency and work skills

66. For treating a fabric stain identified as hair oil use
a. trichloroethylene
b. bleach
c. ammonia
d. hot water

67. Which type of cleaner dissolves grease best?
a. soap flakes
b. tablets of soap
c. detergents
d. liquid soap

68. An employer asks if you can do general maintenance work at his place of business. He wants to know if you are able to
a. type letters and run an adding machine
b. repair upholstery
c. sweep, dust, straighten and generally make his business an orderly place
d. alter draperies

69. Which of the following pieces of equipment are used to maintain or repair an upholstered sofa?
   a. vacuum cleaner, upholstery scrubber, curved needles, and tacks
   b. washing machine, dryer, iron, and clothesline
   c. vacuum cleaner alone
   d. hammer, nails, upholstery scrubber, needles, pins, and a dye kit

Directions and Criteria for Scoring Performance Instrument

Prior to administering the performance instrument give each learner a copy of this device. Read through the directions carefully and answer any questions that should arise. Each learner will do the tasks outlined in the performance instrument.

This instrument is used to discover if the learner has gained the competencies set forth for him in this module. If the learner experiences difficulty in completing these tasks he may need to be rechanneled into the module at the appropriate strategy.

Stress should be placed on the quality of work accomplished. The success or failure of the learner in the world of work is shaped by his performance on the instrument. It is important that you, as the instructor, make sure that the instructions are understood completely.

FURNISHINGS AND HOUSING
MAINTENANCE SERVICES

Performance Instrument

Directions: Score each task as it is completed by the learner. Evaluative statements are listed with each task item. The statements are designed to be answered yes or no, so that a minimum of subjective judgment is necessary. Have the learner complete the task, then place a check in the appropriate yes or no space provided. For a total score on each item, count each yes answer as one point and each no answer as zero points. Place total points on each item in the space provided.

EVALUATIVE STATEMENTS AND SCORING FOR PERFORMANCE TEST ITEMS

	NO	YES
1. Vacuum an upholstered chair.		
a. Assembles vacuum cleaner correctly	___	___
b. Vacuums from top to bottom of chair	___	___
c. Uses short, downward strokes	___	___
d. Cleans thoroughly, including cushion	___	___
e. Disassembles vacuum cleaner correctly	___	___

Possible points: 5 Actual points:___

2. Vacuum a pile carpet.		
a. Assembles vacuum cleaner correctly	___	___
b. Vacuums thoroughly, leaving no visible dirt	___	___
c. Uses long, even strokes with a vacuum cleaner	___	___
d. Vacuums sufficiently to restore pile to carpet	___	___
e. Disassembles vacuum correctly	___	___

Possible points: 5 Actual points:___

3. Prepare an industrial sewing machine for use.		
a. Uses correct posture at machine	___	___
b. Places thread on spool pin and threads machine	___	___
c. Correctly threads bobbin	___	___
d. Inserts bobbin in proper place	___	___
e. Brings bobbin and top thread together in loop	___	___

Possible points: 5 Actual points:___

4. Using the industrial sewing machine, make samples of five of the following:

		NO	YES
a. Darts:	stitched to point	___	___
	backstitched at top	___	___
	tied at point	___	___
b. Pleats:	pressed on a straight line	___	___
	equal in width	___	___
	even at the bottom	___	___
c. Seams:	straight stitched, backstitched on both ends	___	___
	5/8 inch wide	___	___
	pressed open	___	___
d. Tucks:	equal in width	___	___
	falls evenly at bottom	___	___
	stitched down to even point	___	___
e. Hems:	pressed	___	___
	even in width	___	___
	invisibly stitched	___	___
f. Casings:	straight stitched	___	___
	backstitched at edges	___	___
	adequate in width to allow drapery rod	___	___

Possible points: 15 Actual points:___

5. Make samples of straight and curved seams on an industrial sewing machine.

a. Seams are backstitched at both ends	___	___
b. Straight seams are straight	___	___
c. Curved seams follow evenly the curve on the edge of the fabric	___	___
d. Curved seams are clipped	___	___
e. Seams are pressed open	___	___

Possible points: 5 Actual points:___

	NO	YES
6. Choose appropriate washer-dryer settings, cycles, and laundry products for a soiled textile product assigned by the teacher.		
a. Chooses correct water temperature	___	___
b. Chooses correct washing cycle	___	___
c. Uses dials or washing machine selection indicators correctly	___	___
d. Chooses correct dryer temperature	___	___
e. Chooses correct drying time	___	___
f. Chooses correct drying cycle	___	___
g. Uses dials on dryer selection indicators correctly	___	___
h. Chooses correct laundry products	___	___
i. Measures laundry products correctly	___	___
j. Adds laundry products at the time indicated on the laundry product directions	___	___

Possible points: 10 Actual points:___

	NO	YES
7. Press a wrinkled drapery fabric.		
a. Uses correct temperature setting for iron	___	___
b. Uses pressing cloth	___	___
c. Uses up-and-down pressing, not sliding motion	___	___
d. Presses from top to bottom of fabric	___	___
e. Drapery fabric is wrinkle free after pressing	___	___

Possible points: 5 Actual points:___

	NO	YES
8. Remove and replace a piece of upholstery hardware.		
a. Uses proper tool to remove hardware	___	___
b. Uses tool in a safe manner	___	___
c. Selects hardware piece that will fit in the place of the former hardware	___	___
d. Attaches new piece of hardware correctly	___	___
e. Puts tool away after use	___	___

Possible points: 5 Actual points:___

9. Removes a stain in a sample of a household textile.	NO	YES
a. Correctly identifies stain	___	___
b. Uses proper stain removal product as indicated on chart	___	___
c. Uses proper stain removal technique	___	___
d. Locates type of stain on stain removal chart	___	___
e. Handles any chemicals safely	___	___
f. Removes traces of excess stain removal product	___	___
g. Chooses appropriate laundry products for washing away stains	___	___
h. Launders textile product using appropriate washing temperature	___	___
i. Dries textile product using appropriate dryer setting	___	___
j. No traces of stain are visible	___	___

Possible points: 10 Actual points:___

10. Mend a rip in a household textile product.		
a. Chooses correct color of thread	___	___
b. Chooses correct weight and shape of needle	___	___
c. Proceeds to stitch from the bottom of the rip to the top	___	___
d. Places where thread is tied are invisible	___	___
e. Repaired area is unnoticeable when finished	___	___

Possible points: 5 Actual points:___

11. Repair a burn in a household textile product.		
a. Trims away burned place	___	___
b. Chooses an appropriate method of replacement	___	___
c. Inserts or replaces piece of household textile fabric in burned place	___	___
d. Places where thread is tied are invisible	___	___
e. Repaired area is unnoticeable when finished	___	___

Possible points: 5 Actual points:___

12. Dye a piece of white fabric to match a colored one.		
a. Prepares dye according to package directions	___	___
b. Mixes dye to match colored cloth	___	___
c. Dips cloth until color has completely saturated cloth	___	___
d. Dries cloth in the appropriate manner	___	___
e. White cloth matches colored cloth exactly when finished	___	___

Possible points: 5 Actual points:___

	NO	YES
13. Write a set of instructions explaining how to vacuum a rug.		
a. Writing is legible	___	___
b. All words are spelled correctly	___	___
c. Steps are numbered in logical order	___	___
d. All the necessary information is present in the instructions for vacuuming a rug	___	___
e. Another person could vacuum a rug correctly by following these written instructions	___	___

Possible points: 5 Actual points:___

14. Sew a 6" seam using an upholstery needle		
a. Chooses correct weight and shape of needle	___	___
b. Chooses correct thread color	___	___
c. Sews from the bottom of the seam to the top	___	___
d. Seam is straight and at least 5/8" in width	___	___
e. Seam is pressed open	___	___

Possible points: 5 Actual points:___

15. Shampoo a piece of upholstery fabric.		
a. Vacuums fabric first	___	___
b. Chooses correct type of cleaning product	___	___
c. Applies shampoo according to directions	___	___
d. All traces of excess shampoo are removed	___	___
e. Fabric is dried in appropriate manner	___	___

Possible points: 5 Actual points:___

Performance Instrument

Directions: Complete the tasks below, using supplies and equipment in the classroom.

Tasks to be done for the Performance Test.

1.	Vacuum an upholstered chair.	5 pts.
2.	Vacuum a pile carpet.	5 pts.
3.	Prepare an industrial sewing machine for use.	5 pts.
4.	Using the industrial sewing machine, make samples of five of the following constructions: darts/ pleats/ seams/ tucks/ hem/ casing	15 pts.
5.	Make samples of straight and curved seams on an industrial sewing machine.	5 pts.
6.	Choose appropriate washer-dryer settings, cycles, and laundry products for a soiled textile product assigned by the teacher.	10 pts.
7.	Press a wrinkled drapery fabric.	5 pts.
8.	Remove and replace a piece of upholstery hardware.	5 pts.
9.	Remove a stain in a sample of a household textile.	10 pts.
10.	Mend a rip in a household textile product.	5 pts.
11.	Repair a burn in a household textile product.	5 pts.
12.	Dye a piece of white fabric to match a colored one.	5 pts.
13.	Write a set of instructions explaining how to vacuum a rug.	5 pts.
14.	Sew a 6" seam using an upholstery needle.	5 pts.
15.	Shampoo a piece of upholstery fabric.	5 pts.
	Total:	100 pts.

COMPETENCY BASED TEACHING MODULE

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 demonstrate the use and care of equipment needed for furnishings and housing maintenance services and repairs.	1.1 identify kinds of equipment used for furnishings and housing maintenance.

SUGGESTED STRATEGIES	**REFERENCES AND RESOURCES**
The teacher will:	
1.1.1 display different pieces of furnishings and housing maintenance and Uses of equipment (appendix, p. A-1) as a guide. Examples of small equipment a. vacuum cleaner b. carpet shampooer c. sewing machine d. washing machine and dryer e. ironer and iron f. dry cleaning machine g. upholstery shampooer h. carpet sweeper Examples of small tools a. shears and scissors b. sewing and upholstery needles c. yardstick and tape measure d. stapler e. sponges, pails, mot, dustcloths, broom f. hammer, screwdrivers, pliers	PAMPHLET 11 Handbook of household equipment terminology. 3 Furniture upholstery and repair. APPENDIX: Uses of equipment, p. A-1.
1.1.2 have the learners collect and share use and care brochures for furnishings and housing maintenance equipment.	
1.1.3 lead a discussion regarding household maintenance equipment and tools needed by an individual in this occupation. An aid to discussion is Discussion guide to equipment used in furnishings and housing maintenance (appendix, p. A-2)	APPENDIX: Discussion guide to equipment used in furnishings and housing maintenance, p. A-2.
1.1.4 have learners associate a particular type of furnishings and housing maintenance job with the appropriate pieces of equipment or tools. A sample form is Jobs and their equipment (appendix, p. A-3).	APPENDIX: Jobs and their equipment, p. A-3.
1.1.5 have the learners interview employees in household textiles maintenance to determine which pieces of equipment or tools are most recommended by them, using Interview questions (appendix, p. A-4).	Employees of local businesses APPENDIX: Interview questions, p. A-4.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 demonstrate the use and care of equipment needed for furnishings and housing maintenance services and repairs. (Cont'd)	1.1 identify kinds of equipment used for household textiles maintenance. (Cont'd)
	1.2 classify and describe functions of equipment needed by the furnishings and housing maintenance worker as related to the manner of usage and care.
	1.3 demonstrate acceptable methods for using equipment that provide for its maximum service capacity and durability.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.1.6 have FHA-HERO members make a display of furnishings and housing maintenance equipment.	
1.2.1 have the learners formulate buzz groups to classify each piece of equipment as to its function, using the Classification sheet (appendix, p. A-5).	APPENDIX: Classification sheet, p. A-5.
1.2.2 provide feedback to learners as they report orally on the parts of each piece of equipment and its use and care. Use Oral report evaluation form (appendix, p. A-6) if desired.	APPENDIX: Oral report evaluation form, p. A-6.
1.2.3 have learners read Chapter 1 in Household equipment and at least one other chapter on an equipment item of their choice in Household equipment and Equipment in the home.	4 Household equipment, ch. 1, 13, 14, and 15. 2 Equipment in the home, ch. 17, 18, 20, and 21.
1.2.4 have a resource person demonstrate the principles of use and care for each piece of equipment. Use the learners as a resource to observe and have them note down procedures--to be used later in their portfolio. Discuss in class.	
1.2.5 have the learners role play 200 years ago today (appendix, p. A-7) featuring the plight of homemakers with furnishings and housing maintenance problems before equipment was modernized.	APPENDIX: Situations for role-play--200 years ago today, p. A-7.
1.3.1 have each learner use a piece of equipment needed by a furnishings and housing maintenance worker in a laboratory situation. Class members should observe each performance and offer suggestions using Equipment laboratory guide sheet (appendix, p. A-8).	APPENDIX: Equipment laboratory guide sheet, p. A-8.
1.3.2 arrange for learners to visit utility company and have a resource person demonstrate various models of one piece of equipment such as a vacuum cleaner or a sewing machine.	Local department stores, Singer, Hoover or other companies.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 demonstrate the use and care of equipment needed for furnishings and housing maintenance services and repairs. (Cont'd)	1.3 demonstrate acceptable methods for using equipment that provide for its maximum service capacity and durability. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
eacher will:	
3 arrange a field trip to a work site where people are using household textiles maintenance machines. Ask workers to answer the learners' questions if time allows.	Local motels or hotels, dry cleaning establishments or furniture recycling plants.
4 draft and set up a furnishings and housing maintenance laboratory within the present consumer and homemaking facility or develop a totally new lab for occupational preparation. Allow the learners to perform tasks in which they utilize each piece of equipment. Have them consult manufacturer's use and care booklets and pamphlets to compare their list with that developed by the class.	Use and care manuals for each piece of equipment. Local merchants, Sears, Penney's or other large stores will often provide these.
5 have the learners make lists of suggestions for using various pieces of equipment to be used in their portfolio. For an example, use Hints for vacuum cleaning (appendix, p. A-9).	APPENDIX: Hints for vacuum cleaning, p. A-9.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
2 recognize maintenance requirements of household textiles as related to fiber content and construction.	2.1 demonstrate knowledge of kinds of fibers used in household textiles.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
2.1.1 display a variety of household textile products, listing the fiber content of each (bulletin board, sample boards, etc.) using Suggestions to the teacher for household textiles products display (appendix, p. B-1). For additional source see the Fabric and Textile Merchandising module.	5 Textiles for homes and people, ch. 1-5. APPENDIX: Suggestions to the teacher for household textiles products display, p. B-1. PAMPHLET 18 Textile label language.
2.1.2 have learners locate and analyze a variety of fibers under a microscope to determine differences between man-made and natural fibers.	Fibers. Often school science teachers will lend microscopes if none are available in the home economics departments.
2.1.3 demonstrate how chemicals affect various textile products. Record results on the Chemical test sheet (appendix, p. A-10).	APPENDIX: Chemical test sheet, p. A-10. Fibers to test: Cotton, silk, wool, nylon, glass, polyester, acetate, rayon, acrylic, triacetate, spandix, olefin, modacrylic, and rubber.
2.1.4 demonstrate the effects of fire on various textile products. Use Fiber flame test (appendix, p. A-11) and Safety procedures (appendix, p. B-9).	APPENDIX: Fiber flame test, p. A-11. APPENDIX: Safety procedures, p. B-9. Materials needed: tweezers inflammable surfaces or counter tops asbestos mat box of salt to extinguish fire wool blanket to smother flames candle, sponge and water first aid kit
2.1.5 aid students in preparing a list of advantages for household textile fibers related to fabric performance, colorfastness, and cleanability. For an example see Household textiles rating sheet (appendix, p. A-12).	APPENDIX: Household textiles rating sheet, p. A-12.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
2 recognize maintenance requirements of household textiles as related to fiber content and construction. (Cont'd)	2.2 classify household textile fabrics according to fiber construction and determine appropriate use and care for the fabrics.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
2.2.1 use the household textile products display to illustrate fabric construction techniques including weaving, knitting and fusion. Suggestions for display are in Household fabric construction (appendix p. A-13) and Suggestions to the teacher for household textiles products display (appendix, p. B-1).	APPENDIX: Household fabric construction, p. A-13. APPENDIX: Suggestions to the teacher for household textiles products display, p. B-1.
2.2.2 using the Household fabric construction (appendix, p. A-13) display, have students suggest appropriate household uses for each fabric on the display. Suggested examples: Terry cloth = bath towels Velvet = draperies, upholstery	APPENDIX: Household fabric construction, p. A-13.
2.2.3 using the household fabric construction display, have learners group together and choose a household textile fabric. Each group will complete a report on the care, cleaning and repair of this fabric. Be sure to have them include circumstances which may cause fabric to need repairs. Example: sharp instruments or jewelry may cause snags in knitted slipcovers. For an additional reference see the Fabric and Textile Merchandising module.	5 Textiles for homes and people.
2.2.4 have the learners try to rip various textile products to determine strength of construction. Use various ways of ripping: by hand, snip to start and use pliers. Discuss results and evaluate with Fabric strength evaluation (appendix, p. A-14).	Textile products. Auto mechanics or woodshop will often lend things if not available in the department. APPENDIX: Fabric strength evaluation, p. A-14.
2.2.5 have learners place unmarked samples of household textiles into categories: a. man-made, woven fabrics b. natural woven fabrics c. man-made, knitted fabrics d. natural knitted fabrics Use display board from Suggestions to the teacher for household textiles products display (appendix, p. B-1) if necessary.	Unmarked samples. APPENDIX: Suggestions to the teacher for household textiles products display, p. B-1.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
2 recognize maintenance requirements of household textiles as related to fiber content and construction. (Cont'd)	2.3 determine the appropriate cleaning methods for various household textile fibers.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
2.3.1 discuss types of stains and dirt and demonstrate both wet and dry methods of cleaning.	**Carbon Tetrachloride** **Detergent**
2.3.2 have learners determine standards and procedures for cleaning various household textile fibers. Then have them to practice removing stains from various types of household textile products.	PAMPHLET 15 Total care for your floors, rug and carpet care.
2.3.3 have learners form small groups, construct rating scales, check lists or descriptions of the samples after cleaning the same stain using various procedures.	
2.3.4 have learners practice machine washing of soiled linens using a variety of laundry detergents and detergents plus bleach. Have them rate results according to which detergent or detergent/bleach combination results in the cleanest product. Use Detergent rating sheet (appendix, p. A-15) as a guide.	6 Management for you, ch. 10. APPENDIX: Detergent rating sheet, p. A-15. **Soiled linens** **Variety of laundry detergents and detergents plus bleach.**
2.3.5 summarize various ways of removing different types of dirt from household textiles products, emphasizing treatment according to fiber and type of construction. Kinds of dirt (appendix, p. A-16) can be used for illustration.	APPENDIX: Kinds of dirt, p. A-16.
2.3.6 have FHA-HERO members report on methods used by local laundries and dry cleaners to remove soils and spots.	Local laundries and dry cleaners can be located in the yellow pages of the telephone directory.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 apply knowledge of household textile construction to procedures for repairing textile products.	3.1 analyze woven, fused, and knitted fabrics in relation to the types of repairs each commonly needs.
	3.2 demonstrate professional skills in repairing common home textile products so that beauty and durability are restored.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.1.1 distribute torn synthetic and natural fiber fabric samples and have learners make their repair suggestion on the Fabric repair work sheet (appendix, p. A-17). They should then try those suggestions to determine the results in the laboratory.	Torn synthetic and natural fiber fabric samples. APPENDIX: Fabric repair work sheet, p. A-17.
3.1.2 have the learners discuss the problems of repair for various woven fabric samples and make alternative suggestions for their repair using Problem analysis I (appendix, p. A-18).	APPENDIX: Problem analysis I, p. A-18.
3.1.3 have learners suggest ways of repairing snags and burns in knitted synthetic items such as slipcovers or curtains. They may use the Problem analysis II (appendix p. A-19) questions to help them think through their suggestions. Then try those suggestions in a laboratory situation.	APPENDIX: Problem analysis II, p. A-19.
3.1.4 demonstrate matching woven, knitted and fused swatches to original and have learners observe the differences between original and swatches.	Woven, knitted and fused swatches. 3 Furniture upholstery and repair, pp. 46-73.
3.1.5 have learners suggest ways of repairing burns, snags, rips or disintegration of fused fabrics. Problem analysis III (appendix, p. A-20) may be used.	APPENDIX: Problem analysis III, p. A-20.
3.1.6 have learners play Fixit game (appendix, p. A-21-24).	APPENDIX: Fixit, pp. A-21-24.
3.2.1 arrange a field trip to a facility where textiles are repaired and recycled. Observe workers and their skills. Use the Observation guide (appendix, pp. A-25-26).	Goodwill factory and thrift shops. APPENDIX: Observation guide, pp. A-25-26.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 apply knowledge of household textile construction to procedures for repairing textile products. (Cont'd)	3.2 demonstrate professional skills in repairing common home textile products so that beauty and durability are restored. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.2.2 divide learners into groups for workshop. From donations, junk, charity or school property, gather examples of household textiles which need repair. Have learners perform the repairs needed in groups and evaluate their own group effort on the Workshop evaluation sheet (appendix, p. A-27).	Household textiles which need repair. APPENDIX: Workshop evaluation sheet, p. A-27.
3.2.3 arrange for a local free lance upholsterer and/or drapery maker to come and discuss fabrics and their repair problems. Ask students for names of friends or relatives in this business to attend a panel discussion on this subject.	Local telephone directory or newspaper advertisements.
3.2.4 have learners read pamphlets on floor coverings and their care and do study sheet Caring for floors (appendix, p. A-28).	APPENDIX: Caring for floors, p. A-28. PAMPHLETS 17 Floor coverings: their selection and care. 19 How to select floor coverings. 12 Carpet and rug care guide. 16 Rug and carpet care.
3.2.5 arrange a field trip and discussion in business establishments with the manager or qualified employee of a local carpet business to speak to the class concerning characteristics of carpet fibers and construction which influences their repair.	Local telephone directory yellow pages will list local carpet businesses.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 apply knowledge of household textile construction to procedures for repairing textile products. (Cont'd)	3.3 identify ways of repairing burned or scorched household textiles.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.3.1 pass around pieces of various kinds of fabric, having learners make suggestions as to what kind of household textile this fabric could be used for and have learners discuss and make decisions on the kind of damages which are likely to be incurred to each household textile product.	5 Textiles for homes and people. Fabric swatches.
3.3.2 have the learners burn or scorch samples of various household textile fabrics to determine fabric problems caused by burning or scorching.	
3.3.3 have learners work up an experiment on repairing each burned or scorched household textile sample available, using Catastrophe (Appendix, p. A-29).	PAMPHLET 5 Textiles for homes and people. APPENDIX: Catastrophe, p. A-29.
3.3.4 demonstrate fabric finishes such as fireguard or roxell and how flames are retarded. Analyze the need for such finishes and relate construction and finish to repairing the fabric.	7 Exploring careers in fabrics, pp. 50-51.
3.3.5 have the FHA-HERO group prepare a handout sheet which suggests ways to repair burned and scorched household textiles. Have the group prepare demonstrations showing the techniques to use in such repairs. Present these demonstrations to peers or adult groups. Discuss each presentation and evaluate the procedures used.	

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 demonstrate methods for repairing, altering and recycling household textile products.	4.1 repair tears, burns, wear spots and damage in upholstered fabric, leaving no sign of fault.
	4.2 demonstrate the ability to repair damages to carpet and rugs.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.1.1 have the learners practice repairing burned and/or scorched upholstery fabric samples and try alternatives until the damage is repaired. Outline the steps used. Evaluate with *Burned upholstery repair sheet* (appendix, p. A-30).	CURRICULUM MATERIALS 7 *Exploring careers in fabrics*, concept 14, pp. 142-175. APPENDIX: *Burned upholstery repair sheet*, p. A-30. Upholstery businesses may donate unused samples.
4.1.2 have learners practice mixing dye colors and blending them together. Practice so that each learner can dye a white fabric to match a colored fabric. Use *Fabric color sheet* (appendix, p. A-31) for a guide.	CURRICULUM MATERIALS 7 *Exploring careers in fabrics*, concept 14, pp. 142-175. APPENDIX: *Fabric color sheet*, p. A-31.
4.1.3 on upholstery samples which have been torn, have learners repair the edges where the original meets the repair.	CURRICULUM MATERIALS 7 *Exploring careers in fabrics*, concept 14, pp. 142-175.
4.1.4 demonstrate techniques of hardware removal and replacement on practice pieces of upholstered furniture.	CURRICULUM MATERIALS 7 *Exploring careers in fabrics*, concept 14, pp. 142-175. Discarded furniture.
4.1.5 have the learners practice repairing upholstery on discarded furniture.	CURRICULUM MATERIALS 7 *Exploring careers in fabrics*, concept 14, pp. 142-175. Discarded furniture.
4.1.6 have the learners practice and demonstrate repairing holes with different weights of needles, vinyl adhesive, iron-on patches, reweaving, etc.	CURRICULUM MATERIALS 7 *Exploring careers in fabrics*, concept 14, pp. 142-175. What can be obtained from upholsterer?
4.2.1 have learners read *The basic methods of manufacturing carpets.*	PAMPHLET *The basic methods of manufacturing carpets*, pp. 50-51.
4.2.2 arrange a visit to a work site so that the learners can observe a professional repairing a rug or carpet.	Local telephone directory.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 demonstrate methods for repairing, altering and recycling household textile products. (Cont'd)	4.2 demonstrate the ability to repair damages to carpet and rugs. (Cont'd)
	4.3 alter an existing amount of carpet to a certain specified area.
	4.4 repair common types of damages to drapery so that the repair area matches the original in color and weave.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.2.3 demonstrate the method of cutting a piece of carpet so that the edges match another sample in pile, color, and design.	PAMPHLET The basic methods of manufacturing carpets.
4.2.4 collect samples of the same carpet or rug. Have the learners practice joining pieces.	Local carpet layer may give the class the scraps of one of his recent jobs.
4.2.5 have the learners complete the Carpet damage crossword (appendix, p. A-32).	APPENDIX: Carpet damage crossword, p. A-32.
4.3.1 present learners with the problem of altering an existing amount of carpet for a certain sized room to fit a smaller sized area using Carpet alterations (appendix, p. A-33) as a guide.	APPENDIX: Carpet alterations, p. A-33.
4.3.2 invite a representative from a carpet company to demonstrate how to cut and piece carpet.	Local telephone directory should list carpet manufacturers or representatives.
4.3.3 have learners practice cutting carpets using various tools. See reference, All about upholstering, for possible tools to use.	1 All about upholstering, pp. 25-33.
4.3.4 invite a representstive from a carpet company or a carpet layer to demonstrate binding edges of carpet and allow learners to take turns practicing this skill under his supervision.	PAMPHLET The basic methods of manufacturing carpets. Representative from carpet company.
4.3.5 demonstrate using a large piece of carpet how to make several smaller area rugs.	
4.4.1 have the learners practice patching drapery swatches so that the patch is unseen.	
4.4.2 have a guest speaker give information about and demonstrate different kinds of drapery stitches giving learners an opportunity to practice them.	Local drapery maker.
4.4.3 have learners repair assorted faults in different drapery and carpet materials, observe their techniques, and give instruction.	Use faulty carpet and drapery samples.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 demonstrate methods for repairing, altering and recycling household textile products. (Cont'd)	4.4 repair common types of damages to drapery so that the repair area matches the original in color and weave. (Cont'd)
	4.5 alter an existing amount of drapery to fit a window of a different size.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.4.4 have learners remove all the hardware, take down a wrinkled drapery, press it, replace and rehang the drapery.	PAMPHLET 13 How to make curtains and draperies.
4.4.5 have the learners practice Drapery skills (appendix, p. A-34) used in remaking damaged draperies; i.e., making: a. darts b. pleats c. seams d. tucks e. hems f. casings	APPENDIX: Drapery skills, p. A-34.
4.5.1 have learners measure windows, using Measuring methods (appendix, p. A-35), in the building--taking the following measurements: a. rod to sill b. heading allowance c. casing Compare answers and check against teacher's measurements for accuracy. For an additional aid, see the Window Treatment Services and Fabric and Textile Merchandising modules.	APPENDIX: Measuring methods, p. A-35. PAMPHLET 13 How to make curtains and draperies.
4.5.2 have learners fit draperies to the same windows in 4.5.1 above, allowing for: a. shrinkage b. tucks and pleats c. center overlap d. hem e. casing	PAMPHLET 13 How to make curtains and draperies.
4.5.3 have learners cut and piece altered lining to match the seams of the drape.	
4.5.4 discuss with the class common alteration errors and how to avoid them. From this discussion, develop a list of alteration cautions.	CURRICULUM MATERIALS 9 How to make your own draperies.
4.5.5 have the FHA-HERO group redesign or remake window coverings for the home economics laboratory.	

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 utilize safety procedures in work situations, storage and equipment operation.	5.1 identify hazardous work situations and be able to correct these situations so that employee or customer safety is maximized.
	5.2 identify and display ability to utilize safe storage practices for equipment and materials which facilitate prevention of injury to personnel.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.1.1 have the learners brainstorm basic safety rules or principles from observation and reading.	2 Equipment in the home.
5.1.2 display general work tools for recycling household textile products and have learners prepare a list of principles or suggestions for each tool. Compare list and discuss. Prepare a class list incorporating all ideas.	1 All about upholstering, pp. 25-35. A local upholsterer may allow his tools to be displayed. Or use examples of tools found in the above reference.
5.1.3 have learners identify any hazardous work situations they may observe during the field trip using the Observation guide (appendix, pp. A-25-26) to the textiles repair facility. They may also identify any favorable safety procedures they have observed.	Textiles repair facility. APPENDIX: Observation guide, pp. A-25-26.
5.1.4 have learners make suggestions for improving those hazardous situations which were noted at the textiles repair factory.	
5.1.5 have learners make original safety signs and slogans suitable to a household textiles maintenance operation, and make them into a bulletin board display.	
5.2.1 have learners sketch a workroom showing proper storage areas for tools, equipment and materials and work stations.	1 All about upholstering.
5.2.2 obtain catalogs so that the learners may "catalog shop" for storage items needed for a furnishings and housing services maintenance worker. A record of costs should be kept for estimating expenses.	Penney's Catalog. Sears-Roebuck Catalog. Montgomery Ward Catalog.
5.2.3 test learners on safe storage practices of rags, cleaning solutions, heavy equipment, tools, and flammable fabrics by setting up laboratory storage situations for their evaluation. Use Storage evaluation (appendix, p. A-36).	2 Equipment in the home. 5 Textiles for homes and people. APPENDIX: Storage evaluation, p. A-36.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 utilize safety procedures in work situations, storage, and equipment operation. (Cont'd)	5.2 identify and display ability to utilize safe storage practices for equipment and materials which facilitate prevention of injury to personnel. (Cont'd)
	5.3 demonstrate safe assembly, use, and storage of equipment in order to prevent human or material damage.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.2.4 collect a variety of cleaning aids (detergents, bleaches, stain removers) and demonstrate the proper labeling and storage procedures for each.	Detergents, bleaches, and stain removers.
5.2.5 demonstrate fire extinguishing methods, using Fire prevention and extinguishing (appendix, p. B-4) and some first aid procedures to use in case of accidental injuries.	APPENDIX: Fire prevention and extinguishing, p. B-4.
5.3.1 demonstrate safe use, assembly, and storage of equipment currently in the classroom.	2 Equipment in the home, ch. 17. 4 Household equipment, ch. 14.
5.3.2 have learners read chapter 17 in Household equipment. Discuss safety factors involved in using, storing, and assembling equipment.	4 Household equipment, ch. 17.
5.3.3 show how to plan ahead for accident prevention on the job. Have the learners dramatize safe and unsafe procedures.	
5.3.4 have learners bring in newspaper articles about recent safety regulations legislation or recent industrial accidents. Discuss how the material in these articles relate to furnishings and housing maintenance work situations.	
5.3.5 review the safe assembly and use of machines and materials used in furnishings and housing maintenance using Safety regulation sources (appendix, p. B-3).	APPENDIX: Safety regulation sources, p. B-3.
5.3.6 have the FHA-HERO group make suggestions for improving storage of school maintenance equipment. These suggestions may be submitted to the administration for review and implementation.	

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
6 perform the clerical and routine tasks necessary to maintain profitable employment as a furnishings and housing maintenance worker.	6.1 demonstrate communication skills necessary in business situations leading to establishment and maintenance of good working relations with the clientele and fellow employees.
	6.2 demonstrate a knowledge of common business practices which tend to increase efficiency of the business operation.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.1.1 have learners practice answering a telephone for a business. Practice giving and receiving orders or requests for estimates using Evaluation of telephone business communication (appendix, p. A-37).	APPENDIX: Evaluation of telephone business communication, p. A-37.
6.1.2 have learners role-play difficult or inefficient situations in work and/or unsafe practices and work habits, such as: irate customers, or an assistant who is habitually absent and discuss how to handle difficult situations.	
6.1.3 have learners practice ordering supplies or making requisitions, both by telephone and on forms. Form partner groups in the class, utilizing business and office instructors. Use Sample order form (appendix, p. A-38).	CURRICULUM MATERIALS 10 Home furnishings aide. Requisition slip. APPENDIX: Sample order form, p. A-38.
6.1.4 have the learners practice introducing themselves to the class and other learners to each other.	Any etiquette book can be used for reference.
6.1.5 have learners discuss the advantages and disadvantages of both written and verbal instructions. Have learners practice giving oral and written directions for a textile repair. Discuss and decide which method is most effective and why, using Write it and say it (appendix, p. A-39).	APPENDIX: Write it and say it, p. A-39.
6.2.1 have the learners decide what information is necessary for new merchandise and how it should be marked, coded, and recorded, according to information they believe to be necessary.	
6.2.2 have the learners prepare sample invoices and statements to a customer for performing a furnishings and housing maintenance service.	CURRICULUM MATERIALS 10 Home furnishings aide. Local business.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
6 perform the clerical and routine tasks necessary to maintain profitable employment as a furnishings and housing maintenance worker. (Cont'd)	6.2 demonstrate a knowledge of common business practices which tend to increase efficiency of the business operation. (Cont'd)
	6.3 relate general maintenance responsibilities to the welfare of the business and the individual.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.2.3 have the learners inventory any household textiles maintenance equipment or supplies that might be in the occupational home economics and consumer homemaking laboratories.	Sample inventory sheets may be obtained from cooperating area businesses.
6.2.4 discuss the importance of accurate records, then explain how to make a file of household textiles maintenance accounts according to accepted business procedures. Allow the learners to discuss the file and add their own ideas about changes or improvements for the file. Utilize business and office teachers and Filing fun (appendix, p. A-40) is useful.	Resource persons. APPENDIX: Filing fun, p. A-40.
6.2.5 have learners practice making and keeping time cards, figuring wages, and reading deduction tables for income taxes.	These materials or samples of these materials can be obtained from local businesses which are cooperative with the school.
6.3.1 discuss how employee morale is affected by working in a dirty or a disorganized environment, lighting, noise, etc.	
6.3.2 supervise the development of suggestions for facilitating a pleasant working environment.	
6.3.3 invite a manager of a business establishment to talk about his or her duties, especially general office duties and maintenance.	Any employer of furnishings and housing maintenance workers. Any advisory board member.
6.3.4 have learners relate general maintenance responsibilities to safety in the job situation.	
6.3.5 have learners discuss positive and negative attitudes toward maintenance responsibilities and the results of each on the morale of employer and employees.	

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
6 perform the clerical and routine tasks necessary to maintain profitable employment as a furnishings and housing maintenance worker. (Cont'd)	6.4 demonstrate maintenance skills which are a part of a furnishings and housing maintenance services job.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.4.1 have learners demonstrate the use of common housekeeping tools.	Brooms, mops, dustcloths, etc., can be obtained from school custodians if not available in the department.
6.4.2 have learners sort and organize piles of drapery samples.	Donations from local businesses.
6.4.3 have learners demonstrate the use of common household or commercial cleaning products.	Window cleaners, spray waxes, air fresheners, etc.
6.4.4 have learners make a list of common commercial maintenance tasks. Decide how frequently each needs to be done.	
6.4.5 have the learners discuss the advantage of trained maintenance persons' skills with those of persons without such skills to an employer.	
6.4.6 have FHA-HERO group try general maintenance skills to improve the general appearance of the home economics laboratory room.	

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
7 demonstrate appropriate methods for the furnishings and housing maintenance worker to seek and build employment in the community.	7.1 identify appropriate methods of seeking employment.
	7.2 demonstrate appropriate methods of making their skills known to prospective employers as a furnishings and housing maintenance worker.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.1.1 ask learners for suggestions as to how to find employment. A list can be compiled of suggestions.	
7.1.2 have learners read local newspaper advertisements of other people offering their services or asking for employees.	Any local newspaper.
7.1.3 ask school counselor to speak to learners about interviewing techniques and management of the occupation of homemaking and of the job as a furnishings and housing maintenance services worker.	School counselor.
7.1.4 have school counselor speak about seeking employment after graduation.	School counselor.
7.1.5 have representative of State Employment Agency give students advice on seeking employment after graduation.	State Employment Agency can be contacted through the local telephone directory.
7.2.1 have learners check local newspapers for prices of classified advertising and then write an advertisement for a furnishings and housing maintenance worker.	Local newspaper.
7.2.2 have learners check prices of printed business cards and then design a business card for themselves.	Local printers.
7.2.3 have learners check prices for telephone directory advertising and design a telephone directory advertisement.	Local telephone company.
7.2.4 have local person in the furnishings and housing maintenance services business talk to class about establishing employment contacts.	Local upholsterer.
7.2.5 have the FHA-HERO group compile a listing of local or area businesses which employ furnishings and housing maintenance workers.	

This module was developed to be used in conjunction with the module, Securing Employment in Home Economics Occupations.

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20 Sears, Roebuck and Company. How to select major home appliances. Chicago, Illinois: Author, 1970.

APPENDIX A
Strategy 1.1.1

Name ______________________________

USES OF EQUIPMENT

Directions: Beside each piece of equipment, write how it can be used to maintain household textiles.

Large Equipment

vacuum cleaner

carpet shampooer

sewing machine

washing machine and dryer

ironer and iron

dry cleaning machine

upholstery shampooer

Small Equipment

shears or scissors

sewing and upholstery needles

yardstick and tape measure

stapler

sponges, pails, mop

dustcloth, broom

carpet sweeper

hammer, screwdriver

pliers

APPENDIX A
Strategy 1.1.3

DISCUSSION GUIDE TO EQUIPMENT USED IN FURNISHINGS AND HOUSING MAINTENANCE SERVICES

Directions: Following are some possible questions and answers to elicit for a class discussion. Since discussions are usually informal, use this only as a guide, amending it to suit the needs of the group.

Question: What equipment, tool or aid is considered most necessary?
Answer : Each particular job requires different equipment Generally, the following are used most frequently by furnishings and housing maintenance workers.

a. vacuum cleaner and rug shampooer
b. sewing machine
c. washer-dryer
d. tape measure and yardstick
e. needles and scissors
f. iron and ironing surface

Question: What equipment is optional?
Answer : Again, it depends on the job. Any tool or device which is not used frequently may be considered optional.

Question: What pieces of equipment are unfamiliar?
Answer : This will vary from group to group but some that may be unfamiliar are:

a. ironer
b. carpet shampooer
c. dry cleaning machine
d. upholstery shampooer
e. upholstery needles
f. carpet steamer

Question: Why is equipment so essential to a furnishings and housing maintenance worker?
Answer : Without it, work would be much slower and would be less well done.

Question: How can a knowledge and skill in using equipment used in furnishings and housing maintenance services assist you in finding employment?
Answer : An employer spends time and money training employees. Any skills they have prior to employment will benefit the company as well as the employee. Since some employers pay a lower rate for unskilled employees, the employee with this knowledge and skill can often ask for a higher rate of pay.

APPENDIX A
Strategy 1.1.4

Name ______________________________

JOBS AND THEIR EQUIPMENT

Directions: Match the furnishings and housing maintenance services job with the appropriate equipment. Place the appropriate letter or letters of the job list in the blanks to the left of the name of the piece of the equipment.

JOB LIST

A. Carpet Maintenance Worker
B. Laundry Aide
C. Upholstery Maintenance Worker
D. Drapery Maintenance Worker
E. Interior Decorator

EQUIPMENT LIST

______vacuum cleaner
______carpet shampooer
______carpet sweeper
______iron and ironing board
______upholstery shampooer
______sewing machine
______washer-dryer
______broom
______dry cleaning machine

TOOLS, SUPPLIES, AND AIDS

______scissors
______pliers, wrench
______hammer, screwdriver
______pail
______straight and curved needles
______tape measure
______mop

Name ____________________________

INTERVIEW QUESTIONS

Directions: Your teacher will coordinate your interview of one or more furnishings and housing maintenance workers. Use the following questions as a guide. Add other questions if you wish.

1. What pieces of equipment do you use in your occupation?

2. Which pieces of your equipment are necessary but not mandatory for your job?

3. Do you own these pieces of equipment or are they the property of the business establishment?

4. What was the estimated cost of each piece of equipment? New?

5. What pieces of equipment do you find most useable?

6. How do you care for each piece of equipment?

Name ______________________________

CLASSIFICATION SHEET

Directions: Insert a common name of each piece of equipment in the blank. Analyze each piece according to its function. Write the explanation of the function of each piece of equipment in the space provided. Use sketches if needed. Ask your classmates to evaluate your explanations for clarity and accuracy.

1. The piece of equipment is called a ______________________________

   Its function is:

2. The piece of equipment is called a ______________________________

   Its function is:

3. The piece of equipment is called a ______________________________

   Its function is:

4. The piece of equipment is called a ______________________________

   Its function is:

APPENDIX A
Strategy 1.2.2

Name ______________________________

SUGGESTED ORAL REPORT EVALUATION FORM

Directions: This form is to be used to evaluate the oral reports of your classmates when they report on the use and care of a particular piece of equipment. Place the name of the equipment in the blank below. As the other class members report, answer by placing a check mark (✓) in the appropriate column.

Equipment ______________________________

Content	No	Yes
1. Were all the major working parts of the equipment listed and named?	___	___
2. Was the use of each of these parts clearly explained?	___	___
3. Was this piece of equipment demonstrated to the class so that its use is understood?	___	___
4. Was the care of this piece of equipment demonstrated to the class?	___	___
5. Was the presentation clear and concise?	___	___
6. Were the presenters friendly and relaxed?	___	___

Name ______________________

SITUATIONS FOR ROLE-PLAY -- 200 YEARS AGO TODAY

Directions: The following situations are suggestions for role playing problems of household textiles maintenance as they existed 200 years ago. Allow students to improvise freely and make up their own situations.

A. Carpet Maintenance--have learner demonstrate beating the dust out of a rug.

B. Laundry--have learner demonstrate washing on a washboard.

C. Upholstery Cleaning--beat dust out of an old sofa cushion.

D. Drapery Repair--have learners demonstrate hand sewing or, if possible, allow them to watch a treadle sewing machine in operation.

E. Stain Removal--have learners demonstrate scrubbing out collar stains with a scrub brush.

At the end of the role play, these questions can be used for discussion:

1. How are textiles better maintained now than in the past?

2. Why is it easier to maintain textiles now than in the past?

APPENDIX A
Strategy 1.3.1

Name ______________________

EQUIPMENT LABORATORY GUIDE SHEET

Directions: This equipment laboratory guide sheet is to be used as a guide for planning and participating in the equipment laboratory. For correct procedure, you should be able to answer "yes" to all questions. Let's see if you can! Place a check (✓) in the appropriate column in Part I. Then proceed to Part II.

Equipment ______________________

PART I

	No	Yes
Planning		
1. Did you completely read your equipment Use and Care Manuals?	___	___
2. Did you ask questions about procedures you were not familiar with?	___	___
3. Did your teacher approve your laboratory plans before the lab day?	___	___
Laboratory		
1. Did you gather all your materials and equipment before beginning?	___	___
2. Did you complete the job you planned for the laboratory?	___	___
3. Did you clean and store your equipment and materials correctly after class?	___	___
Evaluation		
1. Did the other students offer suggestions as you worked?	___	___
2. Did you accept their suggestions and answer their questions politely?	___	___
3. Do you feel that this demonstration made you feel more comfortable using the equipment?	___	___

PART II

Briefly describe new experiences you gained during this laboratory, on the back of this sheet.

Name ______________________________

HINTS FOR OPERATING AND CARING FOR A VACUUM CLEANER

Directions: The following are suggestions for proper vacuum cleaning.

1. Check to see if vacuum cleaner bag is full. If it is full, remove it and discard. Insert a new bag.
2. Assemble the vacuum according to directions.
3. Plug cord into nearest outlet. Beware of tripping on cord.
4. Turn vacuum cleaner on and use.
5. Turn vacuum cleaner off before removing cord from outlet.
6. Remove cord from outlet by pulling on the plug -- DO NOT JERK CORD!
7. Disassemble vacuum cleaner.
8. Change vacuum cleaner bag if necessary.
9. Dust and clean vacuum cleaner.
10. Put vacuum cleaner away.

Name ____________________________

CHEMICAL TEST SHEET

Directions: You will receive a sample of each of the following fibers. Place each fiber sample in the solution named and immerse the sample for 10 minutes. At the end of the time, take the fiber out of the solution, observe any differences in the sample, and record the results below in the appropriate box.

Note: While performing the activities, students should wear rubberized aprons and plastic goggles for safety. The entire room should be well lighted and well ventilated.

Fiber	10% Detergent 90% H_2O Solution	1% Hydrochloric Acid Solution	10% Chlorine Bleach 90% H_2O Solution
Cotton			
Linen			
Wool			
Silk			
Glass			
Polyester			
Acetate			
Rayon			
Acrylic			
Triacetate			
Spandex			
Olefin			
Modacrylic			
Rubber			
Nylon			

APPENDIX A
Strategy 2.1.4

Name ____________________________

FIBER FLAME TEST

This Fiber Flame Test is to determine the effects of fire or flame on certain kinds of household textile fabrics. Be sure to read directions carefully, gather all materials before beginning and observe safety procedures. All learners participating in this test should wear rubberized aprons and plastic goggles. This test is designed to be done only in a well lighted and well ventilated area, preferably under a hood.

Materials:
- Inflammable surfaces or counter tops
- candle
- sponge and water
- first aid kit
- asbestos mats
- box of salt to extinguish fires
- wool blanket to smother flames

Directions:
1. Review safety procedures (secure list from your instructor).
2. Assemble materials and fibers.
3. Light candle.
4. Grasp fiber with tweezers.
5. Touch fiber to flame, then drop flaming fiber nto asbestos mat and extinguish flames with a wet sponge.
6. Observe and record any changes (fabric melting, odors emitted, and texture changes).

Fiber	Odor or Smell	Type of Color of Ash	Observations	Extinguishing Characteristics
Cotton				
Linen				
Wool				
Silk				
Nylon				
Glass				
Polyester				
Acetate				
Rayon				
Acrylic				
Spandex				
Triacetate				
Modacrylic				
Olefin				

APPENDIX A
Strategy 2.1.5

Name ______________________________

HOUSEHOLD TEXTILES RATING SHEET

Directions: Using your textile knowledge and any class resources, describe the advantages and disadvantages of each kind of fiber.

Name of Fiber: ______________________

Fabric Performance

Advantages	Disadvantages

Care

Advantages	Disadvantages

Use As A Household Textile

Advantages	Disadvantages

APPENDIX A
Strategy 2.2.1

HOUSEHOLD FABRIC CONSTRUCTION

Directions: Place fabric samples and the name of the fabric on index cards. Arrange these cards on a poster or bulletin board, in categories according to their construction. The number of cards used on the board will depend on the fabric samples available.

Sample Bulletin Board Arrangement

Weaves		Knits	
PLAIN	canvas	DOUBLE KNITS	polyester
	percale	PILE KNITS	fake fur
TWILL	gabardine	TEXTURED KNITS	
	ticking		
PILE	velvet	Fused	
		BONDED KNITS	bonded knits
	terrycloth		
LENO	marquisette		
JAQUARD	brocade		
DOBBY	wafflecloth		
LAPPET	dotted swiss		

APPENDIX A
Strategy 2.2.4

Name ______________________________

FABRIC STRENGTH EVALUATION

Directions: Your teacher will pass out various household textiles products. Try to rip them, first by hand, then by making a snip with the scissors and then ripping, and by using pliers. Rate each fabric in the space below by placing a check in the appropriate column(s).

	Which method ripped the fabric?			
Name of Fabric	**Hands**	**Snipping**	**Pliers**	**Would not rip**
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

APPENDIX A
Strategy 2.3.4

Name ______________________________

DETERGENT RATING SHEET

Directions: Divide soiled linens into groups and wash in the washing machine using the products below according to directions on each detergent box. Rate each load according to cleanliness with 10 being the highest rating and 1 being the lowest rating.

Laundry Product or Products	Rating
1. Tide	______
2. Tide plus Clorox Bleach	______
3. Fab	______
4. Fab plus Clorox Bleach	______
5. Cheer	______
6. Cheer plus Clorox Bleach	______
7. Cold Power	______
8. Cold Power plus Clorox Bleach	______
9. Wisk	______
10. Wisk plus chlorox Bleach	______
11. Shout plus Tide	______
12. Spray 'n' Wash plus Fab	______
13. Bix plus Cheer	______
14. Peroxide Bleach plus Cold Power	______
15. Peroxide Bleach plus Wisk	______

APPENDIX A
Strategy 2.3.5

Name ____________________________

KINDS OF DIRT

Directions: From the samples of soiled fabrics, identify any of the following types of dirt. In the space, explain how to remove each type of dirt or stain. In small groups, perform the procedure which you deem appropriate. Have the class evaluate results.

1. grease, oil	12. ink
2. mud, black loam type	13. paint
3. mud, clay type	14. urine
4. body or hair oil	15. feces
5. blood	16. chewing gum
6. house dust	17. wax
7. grass stain	18. egg
8. alcohol	19. melted crayon
9. chocolate	20. pencil marks
10. nail polish	21. other
11. coffee/tea	

Write conclusions on the back of this page that show what you learned from this exercise. Discuss your conclusions with your class and teacher. Check your results with stain removal charts.

APPENDIX A
Strategy 3.1.1

Name ______________________

FABRIC REPAIR SHEET

Directions: Take a torn sample of the following fabrics and attempt to join the torn edges, using materials and equipment in class. Write the difficulties that were experienced. Suggest solutions to solving these difficulties. Note the type of materials used for each repair.

Name of Fabric	Difficulties Experienced	Suggestions for Solving Difficulties	Materials Used
1. Cotton			
2. Linen			
3. Wool			
4. Silk			
5. Polyester			
6. Acetate			
7. Olefin			
8. Nylon			
9. Rayon			
10. Glass			
11. Acrylic			
12. Triacetate			
13. Modacrylic			

Name ______________________________

PROBLEM ANALYSIS I

Directions: Answer the following questions related to problems involving woven household textile product repair. You will be assigned or will choose a specific kind of woven household textiles repair.

Kind of Repair ______________________________

1. What is the problem involved in repairing this item?

2. What is your solution?

3. Why do you think your solution will work?

4. What kind of equipment is needed to do this repair?

5. Have you ever tried to make a repair like this before?

6. If you had trouble repairing this item, who would you ask for help?

7. On what other kinds of fabric would this type of repair be satisfactory?

Name________________________

PROBLEM ANALYSIS II

Directions: For this exercise you will need a knitted synthetic sample or a household textile product which has been snagged or burned. Examine the damage and answer the following questions.

Kind of Repair______________________________

1. What sort of problems will there be in repairing this item?

2. What are your solutions?

3. Why do you think your solutions will work?

4. What kind of equipment is needed to do this repair?

5. Have you ever tried to make a repair like this before?

6. If you had trouble repairing this item, who would you go to for help?

7. On what other kinds of fabric would this type of repair be satisfactory?

APPENDIX A
Strategy 3.1.5, 4.5.1

Name ____________________________

PROBLEM ANALYSIS III

Directions: The purpose of this exercise is to elicit your ideas on repairing damages to fused fabrics. You will be given a fused fabric which is damaged. Examine the damage and use these questions to determine the correct method of repair.

1. What is the problem with this fused fiber product?

2. How do you plan to solve it?

3. What kind of materials and equipment are needed to make this repair?

4. Do you think this problem is common in fused fabrics?

5. What sort of household textile items should not be made of fused fabrics?

6. On what other kinds of fabric would this type of repair be satisfactory?

Name ____________________

FIXIT

Object of the Game: To get to Work first with 100 Skill Points.

Rules:

1. 4 persons may play at once, plus a monitor. The monitor is responsible for keeping score and maintaining fairness throughout the game. Each player is given a pad and a pencil.

2. Each player shall draw a numbered card. The highest number plays first. Cards are returned to deck after drawing and placed on the bottom.

3. Players draw numbered cards and move their token according to the number on the card and follows the instructions on the board.

4. When player lands on a Question, he or she must draw a numbered Question card. He or she must answer the question on the answer pad. The monitor will check the answer. If answer is correct, 10 points are added to the person's score. If the answer is incorrect, no points are given.

5. A player must attempt to answer all Questions on which he or she lands except if that person already has accumulated 100 points but has not reached Work.

Name______________________________

FIXIT BOARD

(To be expanded as needed by teacher)

Start	Question #4	Move forward 3 spaces	Work
Question #1	Move forward 1 space	Question	Move back 2 spaces
Go forward 2 spaces	Question #5	Go back 6 spaces	Question
Question #2	Go back 5 spaces	Question	Move forward 1 space
Go back 3 spaces	Question #6	Go forward 2 spaces	Question
Question #3	Move to any space on board	Question	Go back 5 spaces
Move to any space on board	Question	Move to any space on board	Question

Name________________________

FIXIT QUESTION CARDS

1. If a woven rug has been ripped, what is the best way to repair it?
2. If someone burns a hole in a synthetic curtain, how can you repair it?
3. If a carpet has mildewed, what is the first thing you should do to repair it?
4. What damage can chlorine bleach do to white synthetic curtains.
5. If a small rug fades, how can you restore color?
6. If a fused bonded fabric comes apart, how can it be repaired?
7. If a carpet has a small burned place, how can it be repaired?
8. What common household product will whiten cotton sheets?
9. If a snag occurs in a knitted slipcover, how can it be repaired?
10. What is the first thing to do before attempting to remove a stain?
11. If a rip occurs in an upholstered chair, how can it be repaired?
12. According to what do you match fabrics that will be sewn together?

Name____________________________

FIXIT ANSWERS

1. Reweave the rug.
2. Invisibly patch the hole or remake the curtains so that the hole cannot be seen.
3. Take the rug into the sunshine.
4. It may turn them yellow or gray.
5. Redyeing the rug.
6. Glue the layers together.
7. A circle can be cut out of the burned place and a matching unburned circle can be glued or sewn into its place.
8. Chlorine bleach.
9. The snag can be pulled through to the other side.
10. Identify the kind of stain.
11. Rips in upholstery can be repaired by mending them with upholstery needles.
12. Fabrics should be matched according to weave and pattern.

Name______________________________

OBSERVATION GUIDE

Directions: As you tour the facility for repairing household textile items, try to answer the following questions.

1. What specific tasks were you able to observe?

2. What types of household textiles were being repaired?

3. How did the repair process differ in different products?

4. Did it appear that the workers took pride in their work?

5. What did you observe that lead you to answer question 4 as you did?

Name ____________________________

6. Can you explain one repair which you observed in detail?

7. Can you sketch the procedures being used in the repair that you described and explained in question 6? Use the back of this sheet if necessary.

8. Could you make such a repair?

9. What skills and equipment would you need to complete such a repair?

APPENDIX A
Strategy 3.2.2

Name ________________________

WORKSHOP EVALUATION SHEET

Directions: You will be divided into groups for this workshop. This evaluation is to determine how well your group cooperated in the textile repair project and the learning experience of the workshop.

Project Chosen by Group: ________________________________

	No	Yes
1. Did your group first discuss the repair before deciding on a plan of action?	___	___
2. Did everyone in your group offer suggestions for the project?	___	___
3. Was everyone in the group happy with the plan of action?	___	___
4. Did everyone participate in performing the repair?	___	___
5. Were you pleased with the results of the repair?	___	___

State new experiences you gained from this workshop.

If we had another workshop, what damages would you like to repair?

Name ____________________________

CARING FOR FLOORS

Directions: After reading Floor coverings: Their selection and care, and Carpet and Rug Care Guide, answer the following study questions.

1. What things should be considered before choosing a floor covering?

2. Which would be easier to repair, in your opinion; a burned carpet or burned linoleum? Why?

3. What are the basic steps in shampooing a carpet?

4. What are the basic steps in cleaning a linoleum floor?

5. If you have a problem in cleaning or maintaining a floor covering, where can you go for assistance?

APPENDIX A
Strategy 3.3.2, 3.3.3,
3.3.4

Name________________________

CATASTROPHE

Directions: Below are some common catastrophes involving household textiles. You are to use your knowledge and skills to determine how you would cope with each catastrophe. Later, exchange papers and discuss.

Situation A. You are pressing a cotton dacron blend tablecloth and you scorch it. Describe your plan of action.

Situation B. A friend burns a hole in a velvet upholstered chair. Describe your plan of action.

Situation C. The kitchen curtains accidentally catch fire but only a few inches on the bottom are burned. Describe your plan of action.

Situation D. A small hole is burned in a nylon carpet. Describe your plan of action.

APPENDIX A
Strategy 4.1.1

Name______________________________

BURNED UPHOLSTERY REPAIR SHEET

Directions: In this exercise, you will evaluate your success in repairing burned upholstery by answering the questions in the appropriate column.

Question	Answer
1. Was the upholstery material you worked on burned or just scorched?	
2. What alternatives did you try before reaching a satisfactory result?	
3. List the steps you used to achieve your result.	
4. Why do you think your method of repair is best?	
5. How does your repair compare with the work of others in the class?	

APPENDIX A
Strategy 4.1.2

Name ____________________________

FABRIC COLOR SHEET

Directions: For this exercise, you will need a source of heat, such as a range, aprons, rubber gloves, large pots, water, a stirring spoon, and an assortment of dyes. You will also need a white cloth and a colored cloth to practice dyeing. Follow the steps below and record your results and experiences.

Step #1

Results

Blend dye according to package directions.

Step #2

Blend two or more colors together to form a new color, such as blue and green to form blue-green. Mix your dyes so that they appear to be the same color as your colored cloth.

Step #3

Dye your white cloth in the dye made in Step #2. If the white cloth is not the same color as the colored cloth, keep mixing dyes until the two cloths are the same color.

APPENDIX A
Strategy 4.2.4

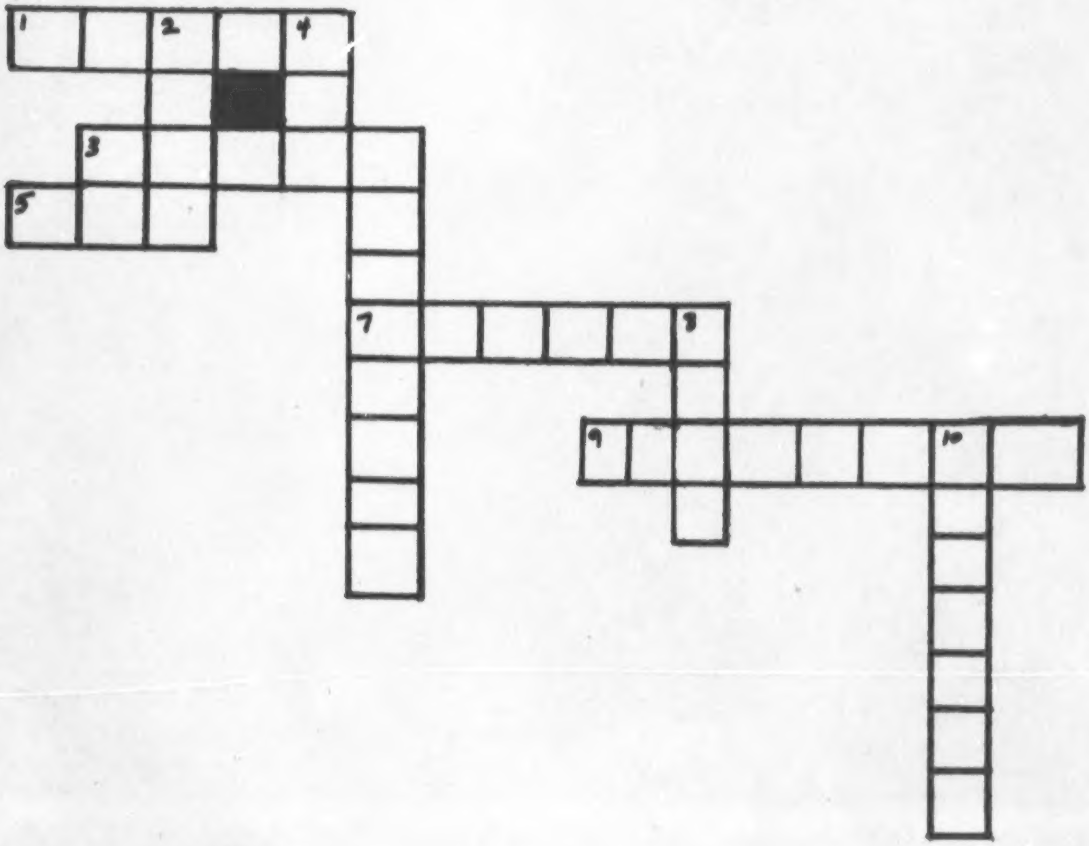
Name________________________

CARPET DAMAGE CROSSWORD

Directions: Fill in the spaces to form words used in repairing carpet damage.

Across
1. Rips are joined at the_____.
3. Fire or flames cause carpet_________.
5. Small faded rugs can be repaired with_________.
7. Detergents and water will remove some carpet________.
9. If a rug tear is frayed, it may require_________.

Down
2. Vinyl rips can be joined with__________.
4. Carpets can be faded by the___________.
6. Burned places can be trimmed with________.
8. Small rips can be ______. together with needle and thread.
10. Moths and beetles, both of which are__________, can cause great damage to wool carpets.

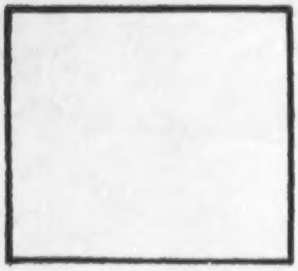


Name____________________

CARPET ALTERATION

Directions: This is a problem of changing the size of a piece of carpet.

1. The living room carpet measures 12' by 14', but imagine it is very torn at one end. Sketch and explain how you would change the size of the rug so that it measures 8' by 10' and can be used in the bedroom. Explain the steps you use.



Living Room Carpet
12' x 14'

Bedroom
8' x 10'

2. Explain how you could make the bedroom carpet (8' x 10') suitable for use as a floor covering in the living room (12' x 14').

Name_______________________________

DRAPERY SKILLS

Directions: Use the patterns and drapery fabric provided by the teacher to make the following constructions. After these are finished, explain on this sheet (using the back if necessary) how each construction could be used in remaking damaged draperies.

A. Darts

B. Pleats

C. Seams

D. Tucks

E. Hems

F. Casings

Name ______________________

MEASURING METHODS

Directions: Answer the following questions by writing the answer in the space provided.

1. Use a tape measure (cloth and metal), then a yardstick, to measure the distance from the rod to the sill. Which is easier? Which is more accurate?

2. If the heading allowance is 12", what measurement is that in feet?

3. Compare your measurements of the window to a friend's measurements of the window. If there is a difference, explain why you think this is so.

4. Measure the window again with the same tools. Do you get a different measurement? Why?

Name______________________________

STORAGE EVALUATION

Directions: Your teacher has set up the following storage situations. In the space provided, put a check in the appropriate place to determine if you think they are safe or unsafe; and if unsafe, what improvements need to be made.

1. Storage of rags. Safe_____ Unsafe_____ Improvements:	2. Storage of cleaning solutions. Safe_____ Unsafe_____ Improvements:
3. Storage of sharp tools. Safe_____ Unsafe_____ Improvements:	4. Storage of large equipment. Safe_____ Unsafe_____ Improvements:
5. Storage of flammable fabrics. Safe_____ Unsafe_____ Improvements:	

APPENDIX A
Strategy 6.1.1

Name ______________________________

EVALUATION OF TELEPHONE BUSINESS COMMUNICATION

Directions: Choose partners and divide into groups of two. Taking turns as the customer and employee, practice:

1. giving an order for business,
2. taking an order for business,
3. requesting an estimate of costs.

As you speak, evaluate each other on this form by placing a check in the appropriate space. (You should not be able to see the persons you are talking to but you should be able to hear them.)

Did the Customer?	No	Yes	Did the Employee?	No	Yes
1. Identify himself quickly	___	___	1. Identify himself quickly	___	___
2. State his reasons for calling	___	___	2. State his reasons for calling	___	___
3. Stammer or use poor grammar	___	___	3. Stammer or use poor grammar	___	___
4. Show self-confidence in speech	___	___	4. Show self-confidence in speech	___	___
5. State his business clearly and concisely	___	___	5. State his business clearly and concisely	___	___
6. Take appropriate information down on paper	___	___	6. Take appropriate information down on paper	___	___
7. End the call with courtesy	___	___	7. End the call with courtesy	___	___

APPENDIX A
Strategy 6.1.3

SAMPLE ORDER FORM

Name of Business ______________________________

Address for Mailing ______________________________

Telephone ______________________________

Name of Item	Catalog Number	Quantity	Date Needed	Price
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Special Comments or Requests

Order Taken by:

Name ____________________

Date ____________________

Time ____________________

Check one--
_____ Telephone
_____ Through mail Order
_____ Other

Name____________________________

WRITE IT AND SAY IT

1. Choose one of the jobs listed below and write a note to a fellow worker, giving instructions about how to do this. Then have another person try to follow these instructions. Write directions for the job in the space below and note any problems which occurred.

Jobs	Directions	Problems
a. vacuum carpet b. press a drapery c. wash a lace tablecloth in the washing machine		

2. Now choose one of the jobs listed below and verbally explain to another person how to perform this task. Then have the person perform this task and note any problems which occurred.

Jobs	Problems
a. vacuum carpet b. press a drapery c. wash a lace tablecloth in the washing machine	

Name______________________________

FILING FUN

Directions: Divide into groups and answer each question.
Write your answers in the spaces provided.

1. What are some advantages and disadvantages of an alphabetical listing of customers' accounts?

Advantages	Disadvantages

2. What are some advantages and disadvantages of listing customers according to the date their payments are due?

Advantages	Disadvantages

3. What information needs to be in each customer's file folder?

4. How should these folders be stored?

5. Who should be allowed to see these folders?

JOBS AND THEIR EQUIPMENT

Directions: Use the following list of suggested answers as a guideline in scoring this particular exercise.

Equipment List

A,C,D	vacuum cleaner
A	carpet shampooer
A	carpet sweeper
B,D,E	iron and ironing board
C	upholstery shampooer
B,C,D,E	sewing machine
B,D	washer-dryer
A	broom
B,D	dry cleaning machine

Tools, Supplies and Aids

A,B,C,D,E	scissors
A,C	pliers, wrench
A,C	hammer, screwdriver
A,B,	pail
D,E	straight and curved needles
A,C,D	tape measure
A,B	mop

SUGGESTIONS TO THE TEACHER FOR A HOUSEHOLD TEXTILES PRODUCTS DISPLAY

1. A display can be as elaborate or simple as you wish. It can be in a display window, on a bulletin board or sample boards or on a table top.

2. Try to acquire household textiles products with which students are familiar. Display these with a card attached which gives fiber content. Allow students to look at and touch these items if possible.

3. Examples of products which could be displayed:

   Curtains: 100% cotton and synthetic blends

   Draperies: glass and knitted synthetics

   Linens: linen tablecloths, synthetic tablecloths, cotton towels, synthetic blend pillowcases

   Upholstery or slipcovers: synthetic blend or cotton velvet upholstery and 100% cotton or synthetic blend slipcovers

   Carpet: 100% wool and synthetic carpets

FIXIT

Equipment needed:

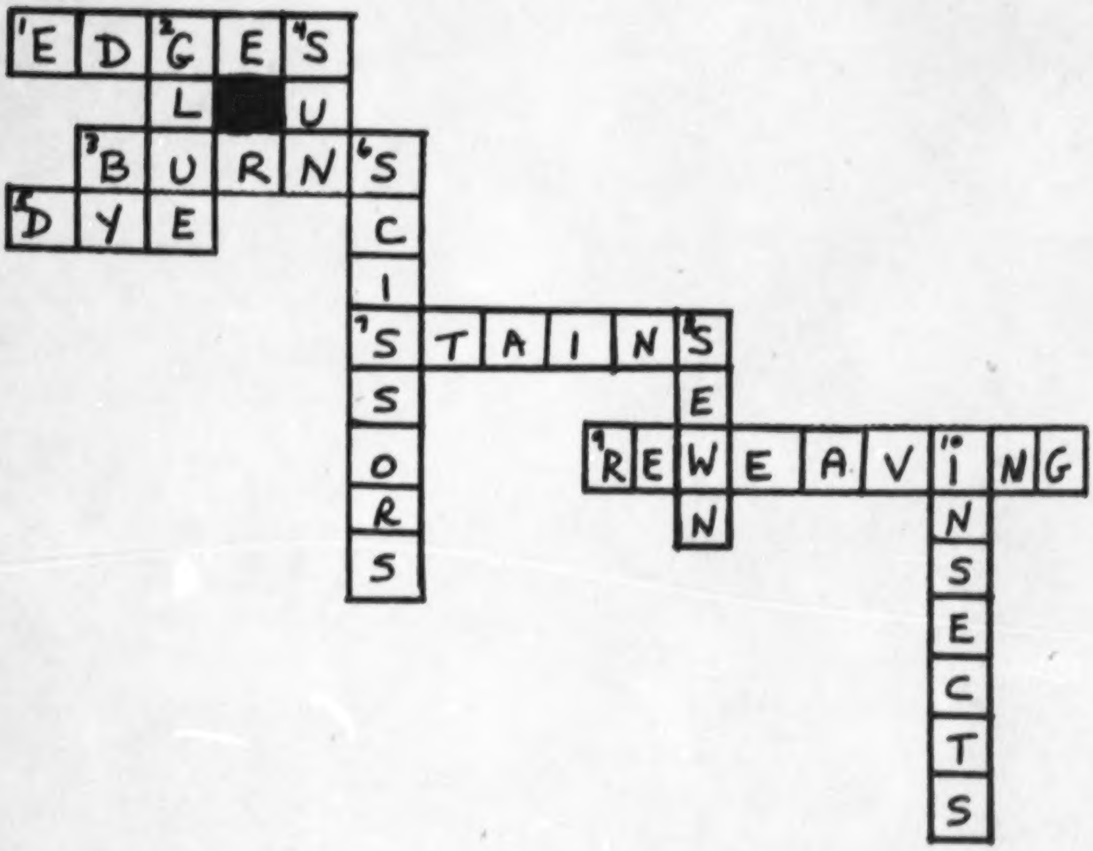
scissors
ruler
drawing pen
white posterboard
white construction paper
list of possible questions to be place upon the question cards later

Directions: To construct a FIXIT game board, take a piece of white posterboard and draw vertical and horizontal lines on it so you have 3" squares as a result. In each square place a separate set of directions; either identical to the FIXIT board (Appendix, p. A-22) or you can set it up at your own discretion.

To construct a FIXIT question card(s), take a piece of white construction paper and draw vertical and horizontal lines upon it until you hve 2" squares as a result. Cut each square away and place a separate set of instructions upon it either identical to the FIXIT questions cards (Appendix, p. A-23) or at your own discretion.

CARPET DAMAGE CROSSWORD: ANSWER SHEET

Directions: Following is the correct answer for the preceding puzzle.



CARPET ALTERATION

Directions: The following is the suggested answer for this particular exercise.

1. A damaged carpet, 12 x 14, make suitable for an 8 x 10:
   - a. take 2 feet off each end (width)
   - b. take 4 inches off each side (length)

2. Take the 8 x 10 you just created and put it into a living room 12 x 14:
   - a. center it in the middle of the room with the furniture all around it
   - b. place it within a conversation area
   - c. place it within an area of furniture grouping anywhere within the living room

STORAGE EVALUATION

Directions: Use the suggested answers as guidelines in this particular exercise. There is a flexibility within the answers themselves. The learner may feel that all the items are unsafe or safe; however, there is not any right answer in the safe or unsafe column if there is correct support located in the improvements column.

1. Storage or rags:

   a. place in a cool, damp area
   b. place in some type of container (plastic, metal cans)
   c. place near solutions or equipment to be cleaned but isolate
   d. place in a closed container (prevent escape of fumes)

2. Storage of cleaning solutions:

   a. place near convenience for use (turpentine near the painting center)
   b. place it in dry, cool place (to prevent combustion)
   c. place in a locked container
   d. place on the floor (to prevent spills)

3. Storage of sharp tools:

   a. place with sharp edge facing away from the opening of the door, cabinet, etc.
   b. place at reasonable heights (not above your head)
   c. place in a dry, cool location
   d. place in a locked container

4. Storage of large equipment:

   a. place at reasonable heights (not above your head)
   b. place in a storage cabinet or closet
   c. place close to work area (place outdoor grill near patio)
   d. place in a cool, dry place

5. Storage of flammable fabrics:

   a. place in a cool, damp place
   b. place in a closed container
   c. place in an isolated area (away from flammable chemicals, electric machinery, etc.)

SAFETY REGULATION SOURCES

Use these sources as additional references:

1. Teachers may contact the regional representatives of HEW in Local HEW offices for materials.

2. Fire Prevention Commission in Washington, D.C., Department of Commerce, will provide materials.

3. Consumer Product Safety Commission will provide materials.

4. Federal Trade Commission will provide materials.

FIRE PREVENTION AND EXTINGUISHING

Directions: In addition to this sheet, many other sources concerning fire are available. Consult home bureau, the fire department, and insurance companies for available materials.

Demonstration Procedure.

1. Show that many common fires at work or in the home are the result of careless habits such as:
   a. cigarette smoking in inappropriate places
   b. oily or dirty rags left together
   c. faulty equipment left unrepaired

2. Name household and industrial methods of extinguishing fires:
   a. fire extinguishers and their use
   b. baking soda
   c. salt
   d. smothering

3. Post the telephone number of the local fire department in an obvious place.

4. Explain precautions to take if a fire occurs:
   a. close windows
   b. stay close to ground or floor
   c. do not try to run
   d. do not panic
   e. do not try to go back into a fire to rescue inanimate objects (They are not worth your life)

5. Explain precautions to take if person's hair or clothes are flaming:
   a. roll on ground
   b. wrap in blanket
   c. do not run
   d. do not panic
   e. bandage burned places if possible or apply cool cloths

SAFETY PROCEDURES

1. WEAR RUBBERIZED OR ASBESTOS APRON AND GLOVES.
2. WEAR GOGGLES.
3. WORK UNDER A HOOD WITH THE VENTILATOR FAN TURNED ON.
4. CLEAR THE WORK AREA OF ALL FLAMMABLE MATERIALS.
5. CHECK THE LABORATORY TO BE SURE THE HOSES SUPPLYING OXYGEN AND HYDROGEN ARE TURNED OFF.
6. CAP ALL CHEMICAL CONTAINERS AND REMOVE TO A SAFE DISTANCE.
7. BE POSITIVE THAT ALL PERSONNEL ARE CLEAR OF THE WORK AREA.
8. REMOVE ALL NECKTIES, SCARVES, DANGLING JEWELRY, LONG SLEEVES, OR OTHER ACCESSORIES WHICH CREATE A HAZARD.
9. TIE BACK LONG HAIR.
10. ASK EACH LABORATORY WORKER TO DOUBLE CHECK THE ENTIRE LABORATORY FOR ANY OTHER SAFETY PROCEDURE WHICH MIGHT BE NEEDED. HAVE EACH PROCEDURE LISTED BELOW.